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ABSTRACT

These 12 modules of instruction are designed to aid business teachers by providing the common core, minimum skill-level competencies identified as basic to all business careers. Materials are adaptable to individualized, small group, or traditional classroom instruction. The modules are divided into five categories of basic skills: business math/machines (addition, division, multiplication, and subtraction), communication arts (following directions, handwriting, and spelling), human relations (personal skills, job keeping skills, and job interviewing), applying for a job (job application and job interviewing), and telephone techniques. Each module may contain some or all of the following components: instructor information sheet (with competency, suggested criterion, teaching suggestions, and notes), student materials (instruction sheet with competency, purposes, and checklist of learning activities), information sheets (some with exercises), worksheets with answer keys, a pretest, a posttest, and answer keys. (YLB)

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ARIZONA BUSINESS OCCUPATIONS COMMON-CORE COMPETENCY MODULES

ARIZONA DEPARTMENT OF EDUCATION

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JOB APPLICATION

JOB INTERVIEW

JOB-KEEPING SKILLS

PERSONAL SKILLS

SPELLING

TELEPHONE TECHNIQUES

AUTHORS OF THE
ARIZONA BUSINESS OCCUPATIONS COMMON-CORE COMPETENCY MODULES
1982

Director

Dorothy Fitz Doran, Yavapai College, Prescott, Arizona

Assistant Director

Ann Allison, Independence High School, Glendale, Arizona

Illustrator

Andy Schaudt, Phoenix, Arizona

Shela R. Criger
Mohave Community College
Lake Havasu City, Arizona

Loudene B. Ellis
Washington High School
Phoenix, Arizona

Judith J. Houtchens
Superior High School
Superior, Arizona

Ellen Irving-Furch
Area Vocational Center
Phoenix, Arizona

Cheryl Kelly
Central High School
Phoenix, Arizona

Rudy R. Navarro
Prescott High School
Prescott, Arizona

Dolores Stotts
Winslow High School
Winslow, Arizona

Marilyn Witcher
Lake Havasu High School
Lake Havasu City, Arizona

Ex-Officio Member

Toby D. Jalowsky, State Supervisor, Business Education

In Cooperation With

Yavapai College
Prescott, Arizona

and

Arizona Center for Vocational Education
Northern Arizona University
Dr. Robert V. Kerwood, Director
Dr. Jerry R. Cox, Curriculum Coordinator

FOREWARD

The need for well-trained employees continues to increase both in the common type business occupations as well as in new emerging office areas. Business people have identified the need for employees to be competent in basic skills and to know how to get along with fellow workers. In order to meet these needs, the Arizona Business Occupations Common-Core Competency Modules were developed. A major problem was the lack of agreement on the term "common core." The Arizona Business Education Advisory Council determined the common-core items to be the knowledge, attitudes and, skills all business students must know in order to succeed in any business occupation. The modules are a beginning to aid business teachers with the common-core competencies in a usable mode. This is not intended to be a completed document.

The common-core competencies were selected from Arizona, California, West Virginia, Ohio, Wisconsin, and research on common-core competencies by members of the Arizona Business Education Advisory Council. The following members worked on identifying the common-core competencies: Ann Allison, Independence High School; John Clark, Arizona Bank; Ron Donaldson, Nahrwold and Astorga; Dorothy Fitz Doran, Yavapai College; Robert Gryder, Arizona State University; Toby D. Jalowsky, Arizona Department of Education; and William Lazovich, Sunnyside Unified School District.

The competencies were listed in a questionnaire and mailed out for validation to business employers in Arizona who are members of vocational advisory councils. The results of the questionnaires were compiled. It was determined by the authors of the modules to include only those competencies validated by 75 percent of the business people to be highly important.

The common-core competencies were written to complement and coordinate with the Arizona Business Occupations Competency-Based Curriculum Guide. We believe that all business students must successfully complete these common-core modules in order to succeed in any business occupation. These modules have been field tested by the ten authors in their secondary and postsecondary business programs. The inclusion of secondary/postsecondary instructors was intentional for articulation purposes.

A page has been included for your comments and revisions after you have used the modules. Through this feedback we can plan to continually update the materials.

We wish to thank the directors of the workshop and the secondary and postsecondary school instructors who wrote the materials.

Toby D. Jalowsky

Toby D. Jalowsky, State Supervisor
Business Education
Instructional Assistance

PREFACE

Arizona employers, representing all geographic areas of the state, identified the common-core competencies necessary to enter any business occupation. These are basic to all careers in business. The competencies are intended to be of minimum skill level. A student who has demonstrated basic competencies in these common-core areas should be employable in an entry-level business occupation. A greater level of skill will be needed for specialized business occupations.

These modules of instruction were designed to identify, by the use of pretests, those students who lack basic skills and to provide the instructor with a resource to help students achieve the necessary skills. The personal and job-keeping skills modules were ranked by employers as the most important of all skills. Their recommendation was that all students be made aware of those vital skills. For that reason, no pretests were designed for the personal and job-keeping skills modules. The materials are adaptable to individualized, small group, or traditional classroom instruction. Each module is color coded as follows: Instructor information--pink, student materials--white, pretests and posttests--yellow, and instructor keys--blue.

The Business Math/Machines and Spelling modules were field tested and revised during the initial writing. Further field testing of these and remaining modules will be done in classrooms during the Fall, 1982, semester to determine the effectiveness of the modules as well as the appropriateness of the levels of difficulty.

Included in this book is an Arizona Business Occupations Common Core Certificate of Competency with the 12 competencies identified on the back. A signature line for instructors' verification is provided. Students meeting the suggested criterion on each module will have the competency verified by the instructor. This certificate will assist business instructors with identifying those basic skills needed by all students and will be useful in articulation.

Dorothy Fitz Doran
Project Director

Ann Allison
Assistant Director

SUGGESTIONS FOR REVISIONS

Use the space below to indicate any revisions, additions, or deletions you feel will improve the effectiveness of this book.

Module:

Page:

Mail To: Toby D. Jalowsky, State Supervisor
Business Education
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007

ARIZONA BUSINESS OCCUPATIONS COMMON-CORE

CERTIFICATE OF COMPETENCY

to

_____

has demonstrated competence in the skills
listed on the reverse side of this certificate.

_____ _____ _____

Completion date School Instructor

COMMON-CORE COMPETENCIES

Business Math/Machines

MODULE: Addition
COMPETENCY: Add whole numbers

VERIFICATION: _____
Instructor

****

MODULE: Division
COMPETENCY: Divide whole numbers

VERIFICATION: _____
Instructor

****

MODULE: Multiplication
COMPETENCY: Multiply whole numbers

VERIFICATION: _____
Instructor

****

MODULE: Subtraction
COMPETENCY: Subtract whole numbers

VERIFICATION: _____
Instructor

****

MODULE: Following Directions
COMPETENCY: Follow directions

VERIFICATION: _____
Instructor

****

MODULE: Handwriting
COMPETENCY: Write legibly

VERIFICATION: _____
Instructor

****

MODULE: Job Application
COMPETENCY: Complete job application

VERIFICATION: _____
Instructor

****

MODULE: Job Interview
COMPETENCY: Aware of job interview process

VERIFICATION: _____
Instructor

****

MODULE: Job Keeping Skills
COMPETENCY: Aware of job-keeping skills such as promptness, adaptability, and positive attitude

VERIFICATION: _____
Instructor

****

MODULE: Personal Skills
COMPETENCY: Aware of interpersonal skills

VERIFICATION: _____
Instructor

****

MODULE: Spelling
COMPETENCY: Spell most frequently used words

VERIFICATION: _____
Instructor

****

MODULE: Telephone Techniques
COMPETENCY: Communicate by telephone

VERIFICATION: _____
Instructor

****

BUSINESS MATH/MACHINES INTRODUCTION

Business people surveyed said that students need a basic competency in addition, subtraction, multiplication, and division. The following four modules have been designed to develop minimum competency in the basic math skills.

Give the pretest, page 2, to all students. Students missing one or more problems in any of the four areas of addition, subtraction, multiplication, or division will complete the module for that area.

Posttests are given at the end of the addition, subtraction, multiplication, and division modules.

BUSINESS MATH/MACHINES PRETEST

Directions: Solve each of the following business arithmetic problems.

ADD:

1.	23 34 76 85	2.	765 847 300 425	3.	827 419 326 555	4.	8102 6454 3621	5.	7247 8559 3231 6032

SUBTRACT:

6.	47 -26	7.	348 -34	8.	709 -257	9.	301 -289	10.	3234 -1987

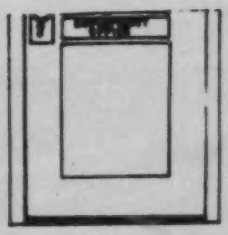
MULTIPLY:

11.	22 x7	12.	47 x28	13.	347 x30	14.	807 x356	15.	1237 x 802

DIVIDE:

16. 1218 ÷ 6 =

17. 288 ÷ 32 =



18. 2790 ÷ 62 =

19. 1284 ÷ 107 =

20. 15525 ÷ 345 =

BUSINESS MATH/MACHINES PRETEST KEY

Directions: Solve each of the following business arithmetic problems.

ADD:

1.	23 34 76 85 218	2.	765 847 300 425 2337	3.	827 419 326 555 2127	4.	8102 6454 3621 18177	5.	7247 8659 3231 6032 25169

SUBTRACT:

6.	47 -26 21	7.	348 -34 314	8.	709 -257 452	9.	301 -289 12	10.	3234 -1987 1247

MULTIPLY:

11.	22 x7 154	12.	47 x28 1316	13.	347 x30 10410	14.	807 x356 287292	15.	1237 x802 992074

DIVIDE:

16. 1218 ÷ 6 = 203

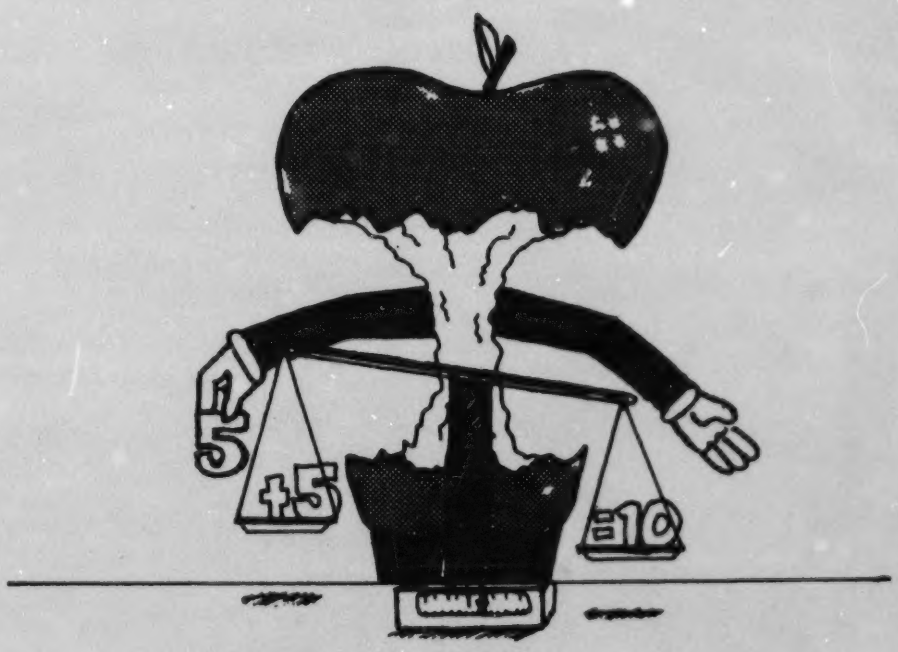
17. 288 ÷ 32 = 9

18. 2790 ÷ 62 = 45

19. 1284 ÷ 107 = 12

20. 15525 ÷ 345 = 45

ADDITION



GENERAL INFORMATION

COMPETENCY

Add whole numbers

Relates to M/M-I-1, Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give the Addition Posttest on page 11.

Posttest score of 100 percent

TEACHING SUGGESTIONS

Give the Business Math/Machines pretest on page 2 of the Business Math/Machines Introduction Section.

Those students who miss one or more addition problems should complete this module.

Duplicate a set of student materials (white pages) for each student who is to work on this module.

You may direct students to complete the module as homework or as an in-class activity.

Have students check each activity listed on page 2 of this module as it is completed.

Keys are included with all activities.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

NOTE

If students cannot complete the posttest with 100 percent accuracy, they should be given additional problems to solve.

TITLE Addition

COMPETENCY Add whole numbers

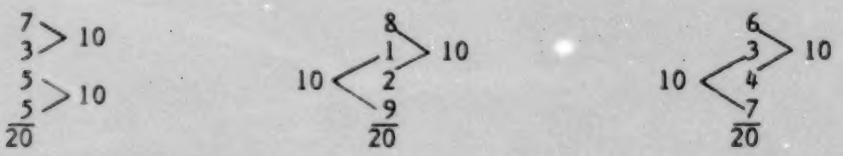
PURPOSE If you want to succeed in business, you will need to use basic math skills. Addition is used many ways in business, such as totalling sales slips, deposit slips, and taxes. In this module you will practice adding.

LEARNING ACTIVITIES

- ☐ If you have not taken the pretest on page 2 of Business Math/Machines, ask the instructor for it.
- ☐ Review Grouping by Tens, page 3.
- ☐ Do the problems on Addition Worksheet 1, page 4.
- ☐ Review adding columns of figures by subtotaling parts, page 5.
- ☐ Complete Addition Worksheet 2, page 6.
- ☐ Solve the problems on Addition Worksheet 3, page 7.
- ☐ Review Checking Addition, page 8.
- ☐ Practice checking addition on worksheet 4, page 9.
- ☐ Complete Addition Worksheet 5, page 10.
- ☐ Ask the instructor for the posttest. (You will need a score of 100 percent.)

GROUPING BY TENS

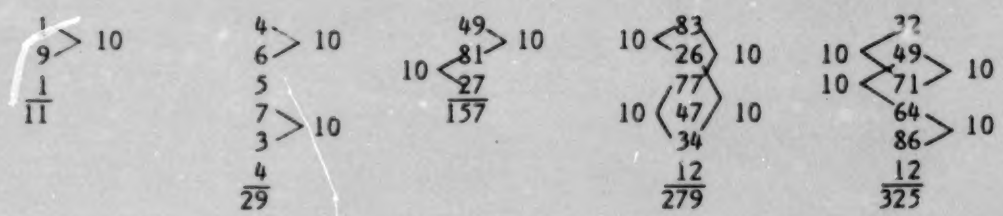
A method to increase speed and accuracy in addition is grouping by 10's. This means finding two or more numbers that total 10 in a column of numbers. Look at these examples:



Notice that the numbers have been grouped by 10's and added for the total.
Try these. Use brackets to show groups of 10, then find the answer. Cover the key at the bottom of the page before starting.

1.	2.	3.	4.	5.
6	1	7	5	6
4	8	6	5	4
3	9	4	3	8
7	2	3	7	2

Sometimes not all the numbers in a problem can be grouped by 10's. Look at these examples:



Notice that some numbers have been grouped by 10's and the remaining numbers are added to find the answer.

Try these. Use brackets to show groups of 10; then find the answer. Remember: Cover the Key at the bottom of the page before starting.

1.	2.	3.	4.	5.
6	9	38	27	78
4	3	71	83	28
8	7	49	49	32
3	2		62	75
2	8		88	68
9	3		23	45

KEY

1. 20 2. 20 3. 20 4. 20 5. 20

1. 32 2. 32 3. 158 4. 332 5. 326

ADDITION WORKSHEET 1

DIRECTIONS: Working as quickly as possible, add the following problems. Remember to group by tens as you add. Cover the key at the bottom of the page before starting.

1. 5 5 9	2. 8 9 1	3. 7 4 6 3	4. 9 3 7 1	5. 7 4 3 8 6 2
6. 4 6 2 7 8 2	7. 3 9 6 4 3 7	8. 49 81 27	9. 97 74 66	10. 92 38 77
11. 99 81 47 23 64 86	12. 32 49 71 64 86 23	13. 83 26 77 47 34 63	14. 75 48 35 62 51 48	15. 18 92 47 63 93 27

KEY

1. 19	2. 18	3. 20	4. 20	5. 30
6. 29	7. 32	8. 157	9. 177	10. 207
11. 400	12. 325	13. 330	14. 319	15. 340

SUBTOTALING

Another way to improve accuracy when adding long columns of numbers is to divide the column into two or more parts and add the totals of each part. This is called subtotaling (sub). Look at these examples:

9	36	345
3 12 (sub)	68 104 (sub)	955 1300 (sub)
7	29	431
6 13 (sub)	47 76 (sub)	251 682 (sub)
12	180 (total)	1982 (total)
4 16 (sub)		
17		
5 22 (sub)		
63 (total)		

Try these. Use subtotals and find the answer.

1.	2.	3.	4.
7	8	15	35
6 (sub)	17	44	61
8	3	27	86
5 (sub)	4	13	24
9	11	78	23
3 (sub)	9	69	67
7	16		
12 (sub)	7		
8	5		
16 (sub)	11		
(total)			

5.	6.	7.	8.
670	921	963	821
845	734	804	107
432	129	485	349
682	658	514	605
		399	700
		438	373

KEY

1. 81 2. 91 3. 246 4. 296 5. 2631 6. 2442 7. 3603 8. 2995

ADDITION WORKSHEET 2

DIRECTIONS: Working as quickly as possible, add the following problems. Remember to use subtotals as you add.

1.	2.	3.	4.	5.
2	4	7	72	44
6	5	8	17	75
3	6	9	14	53
7	1	2	60	79
8	5	0	91	11
5	0	4	67	60

6.	7.	8.	9.	10.
57	55	94	27	77
91	69	77	35	20
71	84	75	45	29
10	81	10	86	31
49	37	81	94	85
93	19	66	69	16

11.	12.	13.	14.	15.
79	42	90	83	17
11	29	61	79	35
25	77	29	31	95
85	23	16	83	43
94	47	24	48	42
65	76	98	35	15

KEY

1. 31	2. 21	3. 30	4. 321	5. 822
6. 371	7. 347	8. 403	9. 356	10. 258
11. 359	12. 294	13. 318	14. 359	15. 247

ADDITION WORKSHEET 3

Directions: Working as quickly as possible, add the following problems. Remember to group by tens and use subtotals as you add.

1. 34 / 56 / 98 / 25 / 47 / 36

2. 82 / 98 / 47 / 37 / 86 / 94

3. 57 / 46 / 92 / 95 / 53 / 81

4. 74 / 86 / 42 / 29 / 73 / 38

5. 78 / 66 / 92 / 25 / 75 / 41

6. 642 / 865 / 921 / 567 / 784 / 298

7. 372 / 486 / 683 / 769 / 478 / 695

8. 341 / 287 / 924 / 647 / 821 / 878

9. 427 / 893 / 876 / 738 / 264 / 699

10. 786 / 394 / 928 / 782 / 475 / 698

11. 473 / 586 / 469 / 218 / 592 / 768

12. 725 / 678 / 296 / 854 / 927 / 707

13. 547 / 692 / 859 / 382 / 769 / 842

14. 392 / 844 / 547 / 276 / 693 / 786

15. 592 / 768 / 409 / 826 / 537 / 698

16. 546 / 921 / 548 / 687 / 692 / 847

17. 689 / 836 / 786 / 293 / 834 / 785

KEY

1. 296	2. 444	3. 424	4. 342	5. 377
6. 4077	7. 3483	8. 3898	9. 3897	10. 3538
11. 3106	12. 4187	13. 4091	14. 3538	15. 3830
16. 4241	17. 4223			

CHECKING ADDITION

The easiest way to "check" addition is to add in the other direction. Usually addition is started at the top and added down. To check the addition, start at the bottom and add up. Look at these examples:

Add ↓ Down ↓		Check ↑ Up ↑	
	56		175
	62		56
	57		62
	175		57

Add ↓ Down ↓		Check ↑ Up ↑	
	478		668
	75		478
	115		75
	668		115

Try these. Add down to find the answer. Check up to prove the addition.

1.	2.	3.	4.	5.
27	75	774	689	105
21	23	853	234	514
70	46	456	576	706
86	63	971	410	218
10	81	200	463	943
36	62	108	892	898

KEY

1. 250 2. 350 3. 3362 4. 3264 5. 3384

ADDITION WORKSHEET 4

DIRECTIONS: Working as quickly as possible, add the following problems. Remember to check your work by adding up.

1.	2.	3.	4.	5.
26	68	77	34	99
47	55	28	69	67
32	89	31	98	34
53	46	25	52	58
79	21	43	41	22
64	44	91	86	70

6.	7.	8.	9.	10.
37	947	227	441	391
16	536	364	768	609
98	841	162	129	257
75	174	245	750	183
62	411	634	243	362
11	873	571	658	400

11.	12.	13.	14.	15.
742	834	528	486	652
356	311	222	527	178
839	200	495	900	403
710	596	371	111	734
122	839	604	365	546
333	722	337	296	109

KEY

1. 301	2. 323	3. 295	4. 380	5. 350
6. 299	7. 3782	8. 2203	9. 2989	10. 2197
11. 3102	12. 3502	13. 2557	14. 2685	15. 2613

ADDITION WORKSHEET 5

DIRECTIONS: Working as quickly as possible, add the following problems. Remember to group by tens, subtotal, and check your work by adding up.

1.	2.	3.	4.	5.
45	40	15	37	98
31	29	97	73	89
23	77	83	42	81
39	33	32	24	43
57	40	10	66	52
10	30	76	45	78

6.	7.	8.	9.
345	899	987	857
720	357	222	457
359	999	340	333
257	880	457	401
532	533	800	579
831	281	351	871

10.	11.	12.	13.
457	333	900	987
377	222	333	800
899	888	461	100
459	777	222	201
700	999	201	533
701	111	305	489

KEY

1. 205	2. 249	3. 313	4. 287	5. 441
6. 3044	7. 3949	8. 3157	9. 3498	10. 3593
11. 330	12. 2412	13. 3110		

ADDITION POSTTEST

DIRECTIONS: Solve each of the following addition problems:
Add:

1.	2.	3.	4.	5.
23	765	827	8102	7247
34	847	419	6454	8659
76	300	326	3621	3231
85	425	555		6032

ADDITION POSTTEST KEY

DIRECTIONS: Solve each of the following addition problems.

Add:

1.	2.	3.	4.	5.
23	765	827	8102	7247
34	847	419	6454	8659
76	300	326	3621	3231
85	425	555		6032
218	2377	2127	18177	25169

DIVISION

Division

Instructor

GENERAL INFORMATION

COMPETENCY

Divide whole numbers

Relates to M/M-I-1, Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give the division posttest on page 13.

Posttest score of 100 percent

TEACHING SUGGESTIONS

Give the Business Math/Machines pretest on page 2 of the Business Math/Machines Introduction Section.

Those students who miss one or more division problems should complete this module.

Duplicate a set of student materials (white pages) for each student who is to work on this module.

You may direct students to complete the module as homework or as an in-class activity.

Have students check each activity listed on page 2 of this module as it is completed.

Keys are included with all activities.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

NOTE

If students cannot complete the posttest with 100 percent accuracy, they should be given additional problems to solve.

TITLE Division

COMPETENCY Divide whole numbers

PURPOSE

If you want to succeed in the business world, you will need to use basic math skills. Division skills are needed for many business tasks including figuring invoices, costs, sales, and investments. In this module you will practice dividing.

LEARNING ACTIVITIES

- ☐ If you have not taken the pretest on page 2 of Business Math/Machines, ask the instructor for it.
- ☐ Read and practice dividing by one digit and proving your answers, pages 3-4.
- ☐ Complete Division Worksheet 1, page 5.
- ☐ Read and practice dividing with two digits and showing remainders, page 6-7.
- ☐ Solve the problems on Division Worksheet 2, page 8.
- ☐ Complete the problems on Division Worksheet 3, page 9.
- ☐ Read and practice Dividing "With Zero in the Answer," page 10.
- ☐ Work the problems on Division Worksheet 4, page 11.
- ☐ Do the problems on Division Worksheet 5, page 12.
- ☐ Ask the instructor for the posttest. (You will need a score of 100 percent.)

DIVIDING BY ONE DIGIT AND PROVING DIVISION

Business people use division every day. In contrast to multiplication which puts numbers together, division takes numbers apart. Division may be written several ways. For example:

Divisor

$8 \div 2 = 4$

Divisor $\quad 4$
$2 \overline{)\ 8}$

A zero divided by any number is zero. A number divided into zero is zero.

Try these. Keep the multiplication table in mind. Cover the key at the bottom of the page before starting.

1. $3\overline{)9}$ 2. $4\overline{)0}$ 3. $6\overline{)36}$ 4. $0\overline{)6}$

5. $2\overline{)6}$ 6. $3\overline{)6}$ 7. $4\overline{)8}$ 8. $5\overline{)5}$

To prove the accuracy of your work, multiply the answer by the divisor.
For example:

(divide) $8 \div 2 = 4$ $\quad 2\overline{)8}^{\,4}$

(prove) $4 \times 2 = 8$ $\quad 2\overline{)8}^{\,\times 4 = 8}$

Prove the above problems.

KEY

1.	3	2.	0	3.	1	4.	0
5.	3	6.	2	7.	2	8.	1

DIVIDING BY ONE DIGIT AND PROVING DIVISION
(continued)

For larger numbers, follow these steps:

Step 1

$96 \div 8 =$

$8\overline{)96}$ (1 above the 9)

Can 8 divide into 9? Yes, once. Write the 1 above the 9.

Step 2

$8\overline{)96}$ (1 above the 9)

-8

16

Multiply 1 x 8 = 8.
Subtract 8 from 9 = 1.
Bring down the next digit, 6.

Step 3

$8\overline{)96}$ (12 above)

-8

16

Can 8 ÷ into 16? Yes, twice. Write 2 above the top 6.

Step 4

$8\overline{)96}$ (12 above)

-8

16

-16

0

Multiply 2 x 8 = 16.
Subtract 16 - 16 = 0

Prove your accuracy by multiplying 12 x 8 = 96.

Try these:

1. $4\overline{)76}$
2. $6\overline{)0}$
3. $3\overline{)54}$
4. $7\overline{)91}$
5. $5\overline{)95}$
6. $8\overline{)96}$
7. $2\overline{)24}$
8. $4\overline{)96}$
9. $5\overline{)75}$

KEY

1. 19
2. 0
3. 18
4. 13
5. 19
6. 12
7. 12
8. 24
9. 15

DIVISION WORKSHEET 1

DIRECTIONS: Working as quickly as possible, complete the following dividing by one digit problems. Using a separate sheet of paper, prove your answers by multiplying. Cover the Key at the bottom of the page before starting.

1. $3\overline{)6}$ 2. $4\overline{)0}$ 3. $7\overline{)42}$ 4. $4\overline{)16}$

5. $5\overline{)25}$ 6. $9\overline{)45}$ 7. $6\overline{)54}$ 8. $8\overline{)56}$

9. $1\overline{)3}$ 10. $2\overline{)0}$ 11. $9\overline{)54}$ 12. $5\overline{)45}$

13. $6\overline{)36}$ 14. $8\overline{)48}$ 15. $4\overline{)40}$ 16. $7\overline{)0}$

17. $9\overline{)81}$ 18. $3\overline{)27}$ 19. $2\overline{)18}$ 20. $5\overline{)50}$

KEY

1.	2	2.	0	3.	6	4.	4
5.	5	6.	5	7.	9	8.	7
9.	3	10.	0	11.	6	12.	9
13.	6	14.	6	15.	10	16.	0
17.	9	18.	9	19.	9	20.	10

DIVIDING WITH TWO DIGIT DIVISORS AND SHOWING REMAINDERS

Follow these steps for two digit divisors (long division):

Step 1 5096 ÷ 31 =

```
   1
31)5096
```

Can 31 divide into 5? No. Can 31 divide into 50? Yes, once. Write 1 above the 0.

Step 2

```
   1
31)5096
 -31
  199
```

Multiply 1 x 31 = 31. Subtract 31 from 50 = 19. Bring down the next digit 9.

Step 3

```
   16
31)5096
 -31
  199
```

Can 31 divide into 199? Yes, 6 times. Write 6 above the top 9.

Step 4

```
   16
31)5096
 -31
  199
 -186
   136
```

Multiply 6 x 31 = 186. Subtract 199 - 186 = 13. Bring down the 6.

Step 5

```
  164
31)5096
 -31
  199
 -186
   136
```

Can 31 divide into 136? Yes, 4 times. Write 4 above the top 6.

Step 6

```
  164
31)5096
 -31
  199
 -186
   136
 - 124
    12
```

Multiply 4 x 31 = 124. Subtract 136 - 124 = 12.

Step 7

```
  164 R 12
31)5096
 -31
  199
 -186
   136
 - 124
    12
```

Can 31 divide into 12? No. You have a remainder (R) of 12. Write R 12 next to the answer, 164.

Prove your accuracy by multiplying 164 x 31 = 5084. Add the remainder 12. 5084 + 12 = 5096.

DIVIDING WITH TWO DIGIT DIVISORS AND SHOWING REMAINDERS
(continued)

Try these. Prove your answers by multiplying.

1. $22\overline{)7789}$

2. $37\overline{)9810}$

3. $48\overline{)8979}$

4. $53\overline{)8996}$

5. $67\overline{)9292}$

6. $56\overline{)9208}$

KEY

1. 354 R 1
2. 265 R 5
3. 187 R 3
4. 169 R 39
5. 138 R 46
6. 164 R 24

DIVISION WORKSHEET 2

DIRECTIONS: Working as quickly as possible, complete the following two digit divisors with remainders problems. Using a separate sheet of paper, prove your answers by multiplying.

1. $10\overline{)154}$ 2. $11\overline{)573}$ 3. $12\overline{)258}$ 4. $10\overline{)427}$

5. $43\overline{)899}$ 6. $11\overline{)736}$ 7. $21\overline{)386}$ 8. $25\overline{)816}$

9. $65\overline{)623}$ 10. $80\overline{)792}$ 11. $45\overline{)816}$ 12. $57\overline{)523}$

13. $12\overline{)782}$ 14. $66\overline{)388}$ 15. $42\overline{)489}$ 16. $68\overline{)816}$

17. $92\overline{)921}$ 18. $49\overline{)617}$ 19. $25\overline{)870}$ 20. $49\overline{)907}$

KEY

1.	15 R 4	2.	52 R 1	3.	21 R 6
4.	42 R 7	5.	20 R 39	6.	66 R 10
7.	18 R 8	8.	32 R 16	9.	9 R 38
10.	9 R 72	11.	18 R 6	12.	9 R 10
13.	65 R 2	14.	5 R 58	15.	11 R 27
16.	12	17.	10 R 1	18.	12 R 29
19.	34 R 20	20.	18 R 25		

DIVISION WORKSHEET 3

DIRECTIONS: Working as quickly as possible, complete the following dividing by one digit and two digit with remainders problems. Using a separate sheet of paper, prove your answers by multiplying.

1. $8\overline{)40}$ 2. $82\overline{)971}$ 3. $4\overline{)40}$ 4. $7\overline{)63}$

5. $5\overline{)50}$ 6. $8\overline{)48}$ 7. $98\overline{)999}$ 8. $31\overline{)575}$

9. $45\overline{)387}$ 10. $6\overline{)54}$ 11. $47\overline{)803}$ 12. $2\overline{)16}$

13. $98\overline{)199}$ 14. $46\overline{)831}$ 15. $19\overline{)381}$ 16. $9\overline{)81}$

17. $3\overline{)27}$ 18. $4\overline{)28}$ 19. $3\overline{)21}$ 20. $0\overline{)8}$

KEY

1.	5	2.	11 R 69	3.	10
4.	9	5.	10	6.	6
7.	10 R 19	8.	18 R 17	9.	8 R 27
10.	9	11.	17 R 4	12.	8
13.	2 R 3	14.	18 R 3	15.	20 R 1
16.	9	17.	9	18.	7
19.	7	20.	0		

DIVIDING "WITH ZERO IN THE ANSWER"

When dividing, sometimes one number will not divide into another.

For example:

```
      4
23)9352
  92
  15
```

Step 1

```
      40
23)9352
 -92
  15
```

Will 23 divide into 15? No. So a 0 must be written in the answer above the top 5.

Step 2

```
      406
23)9352
 -92
  152
```

Bring down the the 2 making the number 152. Will 23 divide into 152? Yes, 6 times. Write the 6 above the top 2.

Step 3

```
      406 R 14
23)9352
 -92
  152
 -138
   14
```

Multiply 6 x 23 = 138.

Subtract 152 - 138 = 14.

Can 23 divide into 14? No. Since there are no numbers to bring down, you have a remainder (R) of 14. Write R 14 next to the answer, 406.

Prove your answer.

Try these.

1. $47\overline{)5166}$ 2. $36\overline{)7397}$ 3. $29\overline{)8965}$

KEY

1. 109 R 43 2. 205 R 17 3. 309 R 4

DIVISION WORKSHEET 4

DIRECTIONS: Working as quickly as possible, complete the following dividing "with zero in the answer" problems. Remember some of the answers will have remainders. Using a separate sheet of paper, prove your answers by multiplying.

1. $23\overline{)241}$ 2. $5\overline{)250}$ 3. $4\overline{)1604}$ 4. $3\overline{)151}$

5. $15\overline{)306}$ 6. $7\overline{)492}$ 7. $8\overline{)872}$ 8. $3\overline{)2406}$

9. $7\overline{)2149}$ 10. $9\overline{)631}$ 11. $6\overline{)423}$ 12. $4\overline{)1607}$

13. $3\overline{)570}$ 14. $9\overline{)544}$ 15. $21\overline{)8505}$ 16. $8\overline{)242}$

17. $6\overline{)1218}$ 18. $19\overline{)1171}$ 19. $7\overline{)635}$ 20. $9\overline{)541}$

KEY

1.	10 R 11	2.	50	3.	401
4.	50 R 1	5.	20 R 6	6.	70 R 2
7.	109	8.	802	9.	307
10.	70 R 1	11.	70 R 3	12.	401 R 3
13.	190	14.	60 R 4	15.	405
16.	30 R 2	17.	203	18.	90 R 1
19.	90 R 5	20.	60 R 1		

DIVISION WORKSHEET 5

DIRECTIONS: Working as quickly as possible, complete the following dividing by one digit, two digit divisors with remainders, and dividing "with zero in the answer" problems. Using a separate sheet of paper, prove your answers by multiplying.

1. $25\overline{)259}$ 2. $10\overline{)100}$ 3. $7\overline{)87}$ 4. $5\overline{)50}$

5. $6\overline{)1218}$ 6. $13\overline{)1171}$ 7. $95\overline{)1000}$ 8. $2\overline{)4}$

9. $2\overline{)10}$ 10. $9\overline{)544}$ 11. $14\overline{)181}$ 12. $3\overline{)6}$

13. $37\overline{)370}$ 14. $4\overline{)48}$ 15. $19\overline{)876}$ 16. $21\overline{)6503}$

17. $14\overline{)381}$ 18. $2\overline{)8}$ 19. $15\overline{)950}$ 20. $12\overline{)111}$

KEY

1.	10 R 9	2.	10	3.	12 R 3
4.	10	5.	203	6.	90 R 1
7.	10 R 50	8.	2	9.	5
10.	60 R 4	11.	12 R 13	12.	2
13.	10	14.	12	15.	46 R 2
16.	309 R 14	17.	27 R 3	18.	4
19.	63 R 5	20.	9 R 3		

DIVISION POSTTEST

DIRECTIONS: Solve each of the following division problems:

Divide:

1. 1218 ÷ 6 =
2. 288 ÷ 32 =
3. 2790 ÷ 62 =
4. 1284 ÷ 107 =
5. 15525 ÷ 345 =

Division Instructor

DIVISION POSTTEST KEY

DIRECTIONS: Solve each of the following business arithmetic problems.

Divide:

1. 1218 ÷ 6 = 203
2. 288 ÷ 32 = 9
3. 2790 ÷ 62 = 45
4. 1284 ÷ 107 = 12
5. 15525 ÷ 345 = 45

MULTIPLICATION

GENERAL INFORMATION

COMPETENCY

Multiply whole numbers

Relates to M/M-I-1, Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give the multiplication posttest on page 18.

Posttest score of 100 percent

TEACHING SUGGESTIONS

Give the Business Math/Machines pretest on page 2 of the Business Math/Machines Introduction Section.

Those students who miss one or more multiplication problems should complete this multiplication module.

Duplicate a set of student materials (white pages) for each student who is to work on this module.

You, the instructor, may direct students to complete the module as homework or as an in-class activity.

Have students check each activity listed on page 2 of this module as it is completed.

Keys are included with all activities.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

NOTE

If students cannot complete the posttest with 100 percent accuracy, they should be given additional problems to solve.

TITLE

Multiplication

COMPETENCY

Multiply whole numbers

PURPOSE

If you want to succeed in the business world, you will need to use basic math skills. Multiplication is used in many areas of business such as payroll, inventory and pricing. In this module you will practice multiplying.

LEARNING ACTIVITIES

If you have not taken the pretest for Business Math/Machines, ask the instructor for it.

- ☐ Review Simple Multiplying with single digits and memorize the multiplication table, page 3.
- ☐ Fill in the blank table on page 4.
- ☐ Complete the worksheet on page 5.
- ☐ Repeat the exercise by filling out the table on page 6.
- ☐ Complete simple multiplication problems on worksheet 2, page 7.
- ☐ Review Multiplying by Two or More Digits, pages 8-9.
- ☐ Solve the problems on Multiplication Worksheet 3, page 10.
- ☐ Complete Multiplication Worksheet 4, page 11.
- ☐ Review Multiplying by 10, 100, or 1000, page 12.
- ☐ Use the method learned to do Multiplication Worksheet 5, page 13.
- ☐ Complete Multiplication Worksheet 6, page 14.
- ☐ Review Multiplying With Numbers Ending in Zero(s), page 15.
- ☐ Practice multiplication by doing worksheet 7, page 16.
- ☐ Solve the problems on Multiplication Worksheet 8, page 17.
- ☐ Ask the instructor for the posttest. (You will need a score of 100 percent.)

SIMPLE MULTIPLYING

Multiplication means repeated addition. For example, 6 x 3 means 6 + 6 + 6. Use the chart shown below to find the answers to the following problems. Remember: Cover the Key at the bottom of the page before starting.

Every number multiplied by 0 is 0. The best way to develop multiplication skill is to memorize the multiplication table.

1. 2 x4 2. 7 x4 3. 8 x0 4. 3 x3

MULTIPLICATION TABLE

	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

KEY 8 28 0 9

MULTIPLICATION WORKSHEET 1A

DIRECTIONS: Working as quickly as possible, and from memory, fill in the following multiplication table. Time yourself.

	0	1	2	3	4	5	6	7	8	9	10	11	12
0													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

Check your answers with Multiplication Table on the page 3.

MULTIPLICATION WORKSHEET 1B

DIRECTIONS: Working as quickly as possible, and from memory, fill in the following multiplication table. Time yourself and try to improve your previous rate.

	0	1	2	3	4	5	6	7	8	9	10	11	12
0													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

Check your answers with Multiplication Table on page 3.

MULTIPLICATION WORKSHEET 1C

DIRECTIONS: Working as quickly as possible, and from memory, fill in the following multiplication table. Time yourself and try to improve your previous rates.

	0	1	2	3	4	5	6	7	8	9	10	11	12
0													
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													

Check your answers with Multiplication Table on page 3.

MULTIPLICATION WORKSHEET 2

DIRECTIONS: Working as quickly as possible, complete the following simple multiplication problems:

1. 5 × 2 =	2. 3 + 5 =	3. 7 × 1 =	4. 8 × 9 =	5. 6 × 3 =	6. 2 × 1 =
7. 3 × 9 =	8. 2 × 2 =	9. 4 × 4 =	10. 6 × 8 =	11. 8 × 5 =	12. 7 × 7 =
13. 12 × 12 =	14. 3 × 3 =	15. 5 × 5 =	16. 3 × 8 =	17. 10 × 10 =	18. 9 × 9 =
19. 4 × 6 =	20. 2 × 8 =	21. 7 × 6 =	22. 4 × 5 =	23. 3 × 7 =	24. 9 × 3 =
25. 4 × 4 =	26. 8 × 3 =	27. 9 × 7 =	28. 4 × 6 =	29. 8 × 7 =	30. 11 × 11 =

KEY

1.	10	2.	15	3.	7	4.	72
5.	18	6.	2	7.	27	8.	4
9.	16	10.	48	11.	40	12.	49
13.	144	14.	9	15.	25	16.	24
17.	100	18.	81	19.	24	20.	16
21.	42	22.	20	23.	21	24.	27
25.	16	26.	24	27.	63	28.	24
29.	56	30.	121				

MULTIPLYING BY TWO OR MORE DIGITS

Many multiplication problems in business involve more than one digit. For example, 219 x 45 = . Multiply the upper number by the figures in the lower number (multiplier) by following these steps:

Step 1

219	Write the smaller number
x45	under the larger number
	even with the right side.

Step 2

219	Multiply 5 x 9 = 45.
x45	Write your answer under
5	the number you are
	multiplying by (5) and carry
	4.

Step 3

219	Multiply 5 x 1 = 5. Add the
x45	carry, 5 + 4 = 9. Write 9.
95	

Step 4

219	Multiply 5 x 2 = 10. Write
x45	10.
1095	

Step 5

219	Multiply 4 x 9 = 36. Write
x45	your answer (6) under the
1095	number you are multiplying
6	by (4) and carry 3.

Step 6

219	Multiply 4 x 1 = 4. Add the
x45	carry, 4 + 3 = 7. Write 7.
1095	
76	

MULTIPLYING BY TWO OR MORE DIGITS
(continued)

Step 7

219	Multiply 4 x 2 = 8. Write
x45	8. Draw a line under 876.
1095	
876	

Step 8

219	Add 1095 + 876 = 9855
x45	
1095	
876	
9855	

Try these. Show your carrying.

1.	2.	3.	4.
864	903	716	322
x27	x21	x35	x41

KEY

1. 23328 2. 18963 3. 25060 4. 13202

MULTIPLICATION WORKSHEET 3

DIRECTIONS: Working as quickly as possible, complete the following two or more digits multiplication problems:

1. 412 × 12

2. 559 × 37

3. 403 × 12

4. 367 × 69

5. 476 × 13

6. 397 × 51

7. 430 × 91

8. 222 × 11

9. 364 × 89

10. 612 × 31

11. 497 × 83

12. 555 × 55

KEY

1. 4944	2. 20683	3. 4836	4. 25323
5. 6188	6. 20247	7. 39130	8. 2442
9. 32396	10. 18972	11. 41251	12. 30525

MULTIPLICATION WORKSHEET 4

DIRECTIONS: Working as quickly as possible, complete the following single digit and two or more digits multiplication problems:

1. $2 \times 1 =$ ____
2. $4 \times 5 =$ ____
3. $6 \times 7 =$ ____
4. $8 \times 4 =$ ____
5. $3 \times 1 =$ ____
6. $6 \times 3 =$ ____
7. $9 \times 8 =$ ____
8. $11 \times 4 =$ ____
9. $9 \times 9 =$ ____
10. $10 \times 6 =$ ____
11. $333 \times 21 =$ ____
12. $684 \times 98 =$ ____
13. $419 \times 12 =$ ____
14. $365 \times 76 =$ ____
15. $485 \times 36 =$ ____
16. $981 \times 22 =$ ____
17. $438 \times 75 =$ ____
18. $528 \times 36 =$ ____

KEY

1. 2	2. 20	3. 42	4. 32
5. 3	6. 18	7. 72	8. 44
9. 81	10. 60	11. 6993	12. 67032
13. 5028	14. 27740	15. 17460	16. 21582
17. 32850	18. 19008		

MULTIPLYING BY 10, 100, OR 1000

Here is a quick way of multiplying that is easy to do and easy to remember. To multiply by 10, 100, or 1000, add the number of zeros in the multiplier to the right of the other number to obtain the answer.

For example: 34 x 10 (Multiplier) =

34 x 1<u>0</u> = 34<u>0</u>
34 x 1<u>00</u> = 34<u>00</u>
34 x 1<u>000</u> = 34<u>000</u>

The number of underlined zeros in the multiplier is the same as the number of underlined zeros in the answer.

Try these:

1. 72 x 1<u>00</u> =

2. 83 x 1<u>0</u> =

3. 46 x 1<u>000</u> =

4. 39 x 1<u>00</u> =

KEY

1. 7200 2. 830 3. 46000 4. 3900

MULTIPLICATION WORKSHEET 5

DIRECTIONS: Working as quickly as possible, complete the following 10, 100, or 1000 multiplication problems:

1. 2 × 10 =
2. 2 × 100 =
3. 4 × 1000 =
4. 3 × 10 =
5. 44 × 10 =
6. 36 × 100 =
7. 51 × 1000 =
8. 47 × 1000 =
9. 69 × 100 =
10. 43 × 10 =
11. 76 × 10 =
12. 86 × 100 =
13. 55 × 1000 =
14. 49 × 1000 =
15. 22 × 10 =
16. 117 × 10 =
17. 239 × 100 =
18. 999 × 10 =

KEY

1. 20	2. 200	3. 4000	4. 30
5. 440	6. 3600	7. 51000	8. 47000
9. 6900	10. 430	11. 760	12. 8600
13. 55000	14. 49000	15. 220	16. 1170
17. 23900	18. 9990		

MULTIPLICATION WORKSHEET 6

DIRECTIONS: Working as quickly as possible, complete the following single digit, two or more-digits, and 10, 100, or 1000 multiplication problems:

1. 4×5
2. 6×3
3. 9×9
4. 3×9
5. 8×9
6. 413×21
7. 397×45
8. 498×36
9. 375×89
10. 999×41
11. 782×31
12. $10 \times 10 =$
13. $49 \times 100 =$
14. $371 \times 10 =$
15. $557 \times 1000 =$

KEY

1. 20	2. 18	3. 81	4. 27
5. 72	6. 8673	7. 17865	8. 17928
9. 33375	10. 40959	11. 24242	12. 100
13. 4900	14. 3710	15. 557000	

MULTIPLYING WITH NUMBERS ENDING IN ZERO(S)

Here are two more quick and easy ways of multiplying:

1. If the multiplier ends in zero, ignore the zero until writing the answer. Then add the zero to the end of the answer.

   For example:
   ```
    52
   x20
   ```

Step 1

```
 52
 x2
104
```

Multiply 2 x 52 = 104

Step 2

```
 52
 x20
1040
```

Add the zero in the multiplier to the end of the answer, 1040.

Try these. Remember to ignore the zero until writing the answer.

1.	2.	3.
47	29	86
x50	x30	x70

2. If both numbers end in zero(s), ignore all ending zeros until writing the answer. Then add the zeros at the end of the answer.

   For example:
   ```
   520
   x20
   ```

Step 1

```
 52
 x2
104
```

Multiply 2 x 52 = 104

Step 2

```
 520
 x20
10400
```

Add the two zeros to the end of the answer, 10400.

Try these. Remember to ignore all ending zeros until writing the answer.

*

1.	2.	3.
990	810	6200
x210	x900	x40

KEY

1. 207900 2. 729000 3. 248000

MULTIPLICATION WORKSHEET 7

DIRECTIONS: Working as quickly as possible, complete the following multiplier ending in zero and both numbers ending in zero problems:

1. 52 × 20

2. 208 × 50

3. 797 × 30

4. 245 × 80

5. 498 × 90

6. 577 × 60

7. 888 × 80

8. 740 × 20

9. 200 × 30

10. 470 × 60

11. 240 × 30

12. 870 × 40

KEY

1. 1040	2. 10400	3. 23910	4. 19600
5. 44820	6. 34620	7. 71040	8. 14800
9. 6000	10. 28200	11. 7200	12. 34800

MULTIPLICATION WORKSHEET 8

DIRECTIONS: Working as quickly as possible, complete the following single digit, two or more digits, 10, 100, or 1000, multiplier ending in zero, and both numbers ending in zero problems:

1. $9 \times 3 =$ 2. $4 \times 4 =$ 3. $3 \times 4 =$ 4. $9 \times 8 =$

5. $321 \times 21 =$ 6. $459 \times 35 =$ 7. $457 \times 89 =$ 8. $347 \times 77 =$

9. $31 \times 10 =$ 10. $42 \times 100 =$

11. $334 \times 90 =$ 12. $470 \times 30 =$ 13. $656 \times 40 =$ 14. $879 \times 20 =$

15. $455 \times 40 =$ 16. $879 \times 30 =$ 17. $450 \times 60 =$ 18. $666 \times 20 =$

KEY

1. 27	2. 16	3. 12	4. 72
5. 6741	6. 16065	7. 40673	8. 26719
9. 310	10. 4200	11. 30060	12. 14100
13. 26240	14. 17580	15. 18200	16. 26370
17. 27000	18. 13320		

MULTIPLICATION POSTTEST

DIRECTIONS: Solve each of the following multiplication problems:

Multiply:

1.	2.	3.	4.	5.
22	47	347	807	1237
x 7	x 28	x 30	x 356	x 802

MULTIPLICATION POSTTEST KEY

DIRECTIONS: Solve each of the following multiplication problems:

Multiply:

1.	2.	3.	4.	5.
22	47	347	807	1237
x 7	x 28	x 30	x 356	x 802
154	1316	10410	287282	992074

SUBTRACTION

GENERAL INFORMATION

COMPETENCY

Subtract whole numbers

Relates to M/M-I-1 Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give the subtraction posttest on page 11.

Posttest score of 100 percent

TEACHING SUGGESTIONS

Give the Business Math/Machines pretest on page 2 of the Business Math/Machines Introduction Section.

Those students who missed one or more subtraction problems should complete this module.

Duplicate a set of student materials (white pages) for each student who is to work on this module.

You may direct students to complete the module as homework or as an in-class activity.

Have students check each activity listed on page 2 of this module as it is completed.

Keys are included with all activities.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

NOTE

If students cannot complete the posttest with 100 percent accuracy, they should be given additional problems to solve.

TITLE Subtraction

COMPETENCY Subtract whole numbers

PURPOSE

If you want to succeed in the business world, you will need to use basic math skills. Subtraction is often used to figure such items as discounts, statements, and net costs. In this module you will practice subtracting.

LEARNING ACTIVITIES

- ☐ If you have not taken the pretest, page 2 of Business Math/Machines, ask the instructor for it.
- ☐ Review how to prove subtraction using Checking by Addition, page 3.
- ☐ Complete Subtraction Worksheet 1, page 4.
- ☐ Do Subtraction Worksheet 2, page 5.
- ☐ Complete subtraction problems on worksheet 3, page 6.
- ☐ Review "Borrowing," page 7.
- ☐ Complete Subtraction Worksheet 4, page 8.
- ☐ Solve the subtraction problems on worksheet 5, page 9.
- ☐ Do Subtraction Worksheet 6, page 10.
- ☐ Ask instructor for the posttest. (You will need a score of 100 percent.)

CHECKING BY ADDITION

After subtracting, add the answer to the bottom number to check the accuracy.

$$\begin{array}{r} 29 \\ -8 \\ \hline 21 \\ +8 \\ \hline 29 \end{array}$$

Check 21 + 8 = 29, which agrees with the top number in the problem at left

Circle the subtraction that checks:

1. $\begin{array}{r} 13 \\ -6 \\ \hline 5 \end{array}$ 2. $\begin{array}{r} 12 \\ -7 \\ \hline 4 \end{array}$ 3. $\begin{array}{r} 11 \\ -6 \\ \hline 5 \end{array}$

Did you circle #3? Good for you! 5 + 6 is 11.

Try these. Use checking by addition. Remember: Cover the Key at the bottom of the page before starting.

1. $\begin{array}{r} 15 \\ -9 \\ \hline \\ + \\ \hline \end{array}$ 2. $\begin{array}{r} 13 \\ -8 \\ \hline \\ + \\ \hline \end{array}$ 3. $\begin{array}{r} 11 \\ -7 \\ \hline \\ + \\ \hline \end{array}$ 4. $\begin{array}{r} 16 \\ -7 \\ \hline \\ + \\ \hline \end{array}$ 5. $\begin{array}{r} 12 \\ -9 \\ \hline \\ + \\ \hline \end{array}$

KEY 1. 6 2. 5 3. 4 4. 9
5. 3

SUBTRACTION WORKSHEET 1

DIRECTIONS: Working as quickly as possible, subtract the following problems. Prove your answers by adding. Cover the Key at the bottom of the page before starting.

1. 15 − 4	2. 19 − 7	3. 8 − 3	4. 14 − 3	5. 9 − 3	6. 10 − 2
7. 16 − 4	8. 11 − 1	9. 7 − 2	10. 18 − 4	11. 12 − 1	12. 13 − 2
13. 19 − 8	14. 17 − 1	15. 15 − 5	16. 13 − 1	17. 17 − 5	18. 9 − 5
19. 6 − 3	20. 5 − 2	21. 7 − 5	22. 14 − 2	23. 13 − 3	24. 16 − 2
25. 12 − 2	26. 19 − 6	27. 18 − 7	28. 12 − 2	29. 17 − 7	30. 16 − 4

KEY

1.	11	2.	12	3.	5	4.	11
5.	6	6.	8	7.	12	8.	10
9.	5	10.	14	11.	11	12.	11
13.	11	14.	16	15.	10	16.	12
17.	12	18.	4	19.	3	20.	3
21.	2	22.	12	23.	10	24.	14
25.	10	26.	13	27.	11	28.	10
29.	10	30.	12				

SUBTRACTION WORKSHEET 2

DIRECTIONS: Working as quickly as possible, subtract the following problems. Prove your answers by adding.

1. 13 − 2	2. 10 − 1	3. 9 − 5	4. 4 − 0	5. 9 − 4	6. 16 − 5
7. 7 − 2	8. 9 − 8	9. 18 − 8	10. 18 − 4	11. 12 − 1	12. 19 − 5
13. 27 − 5	14. 39 − 14	15. 57 − 23	16. 18 − 12	17. 15 − 4	18. 17 − 4
19. 15 − 3	20. 66 − 33	21. 79 − 51	22. 82 − 21	23. 93 − 42	24. 48 − 12
25. 37 − 26	26. 127 − 16	27. 326 − 213	28. 528 − 317	29. 279 − 156	30. 473 − 251

KEY

1.	11	2.	9	3.	4	4.	4
5.	5	6.	11	7.	5	8.	1
9.	10	10.	14	11.	11	12.	14
13.	2	14.	25	15.	34	16.	6
17.	11	18.	13	19.	12	20.	33
21.	28	22.	61	23.	51	24.	36
25.	11	26.	111	27.	113	28.	211
29.	123	30.	222				

SUBTRACTION WORKSHEET 3

DIRECTIONS: Working as quickly as possible, subtract the following problems. Prove your answers by adding.

1. 184 − 32	2. 327 − 15	3. 422 − 211	4. 579 − 326	5. 695 − 412	6. 618 − 504
7. 745 − 34	8. 798 − 346	9. 678 − 24	10. 798 − 376	11. 393 − 172	12. 859 − 47
13. 6789 − 657	14. 5917 − 2703	15. 7638 − 5517	16. 9371 − 5241	17. 8405 − 304	18. 3627 − 516
19. 2745 − 1234	20. 359 − 248	21. 927 − 615	22. 375 − 254	23. 8327 − 4227	24. 4679 − 2347
25. 3473 − 1342	26. 746 − 326	27. 9236 − 1115	28. 5749 − 3545	29. 447 − 235	30. 724 − 303

KEY

1.	152	2.	312	3.	211	4.	253
5.	283	6.	114	7.	711	8.	452
9.	654	10.	422	11.	221	12.	812
13.	6132	14.	3214	15.	2121	16.	4130
17.	8101	18.	3111	19.	1511	20.	111
21.	312	22.	121	23.	4100	24.	2332
25.	2131	26.	420	27.	8121	28.	2204
29.	212	30.	421				

"BORROWING"

When subtracting numbers that have more than one digit, you will often need to "borrow." Whenever the bottom number is larger than the top number, you need to "borrow" ten from the number on the left.

For example 52 - 33 =

Step 1

```
 4
 52
-33
```

Borrow one 10 by changing the 5 to 4.

Step 2

```
 4 12
 52
-33
```

Add the 10 to the 2, changing the 2 to 12.

Step 3

```
 4 12
 52
-33
  9
```

Subtract 3 from 12.

Step 4

```
 4 12
 52
-33
 19
```

Subtract 3 from 4 = 1.

Try these. Show your "borrowing."

1.	2.	3.	4.
71	64	333	545
-19	-37	-29	-67

In #4, did you remember to "borrow" again? Prove your answers.

KEY 1. 52 2. 27 3. 304 4. 478

SUBTRACTION WORKSHEET 4

DIRECTIONS: Working as quickly as possible, subtract the following problems. Remember to use the "borrowing" method. Prove your answers by adding.

1. 21 − 9	2. 253 − 47	3. 84 − 56	4. 102 − 57	5. 111 − 57	6. 131 − 82
7. 41 − 25	8. 13 − 7	9. 18 − 9	10. 121 − 57	11. 132 − 85	12. 113 − 24
13. 191 − 37	14. 292 − 119	15. 491 − 22	16. 384 − 35	17. 583 − 49	18. 784 − 156
19. 274 − 125	20. 91 − 63	21. 94 − 57	22. 55 − 29	23. 565 − 298	24. 701 − 56
25. 400 − 127	26. 803 − 88	27. 632 − 58	28. 914 − 37	29. 15 − 8	30. 14 − 5

KEY

1.	12	2.	206	3.	28	4.	45
5.	54	6.	49	7.	16	8.	6
9.	9	10.	64	11.	47	12.	89
13.	154	14.	173	15.	469	16.	349
17.	534	18.	628	19.	149	20.	28
21.	37	22.	26	23.	267	24.	645
25.	273	26.	715	27.	574	28.	877
29.	7	30.	9				

SUBTRACTION WORKSHEET 5

DIRECTIONS: Working as quickly as possible, subtract the following problems. Remember to use the "borrowing" method. Prove your answers by adding.

1. 35 − 7	2. 457 − 69	3. 990 − 31	4. 739 − 149	5. 4529 − 341
6. 10 − 8	7. 39 − 10	8. 371 − 14	9. 452 − 75	10. 42 − 9
11. 4511 − 99	12. 789 − 89	13. 901 − 73	14. 457 − 59	15. 712 − 37
16. 45 − 7	17. 709 − 99	18. 367 − 72	19. 4000 − 398	20. 54 − 6
21. 309 − 11	22. 275 − 76	23. 49 − 6	24. 204 − 67	25. 300 − 78

KEY

1.	28	2.	388	3.	959	4.	590
5.	4188	6.	2	7.	29	8.	357
9.	377	10.	33	11.	4412	12.	700
13.	828	14.	398	15.	675	16.	38
17.	610	18.	295	19.	3602	20.	48
21.	298	22.	199	23.	43	24.	137
25.	222						

SUBTRACTION WORKSHEET 6

DIRECTIONS: Working as quickly as possible, subtract the following problems. Remember to use the "borrowing" method. Prove your answers by adding.

1. 3742 - 1859	2. 9175 - 4298	3. 4867 - 2988	4. 8521 - 5894
5. 7463 - 1895	6. 5216 - 2317	7. 2111 - 1987	8. 6534 - 3756
9. 8061 - 7483	10. 3740 - 1741	11. 9600 - 8735	12. 1074 - 1085
13. 6705 - 4726	14. 3871 - 1999	15. 8620 - 2786	16. 7900 - 3999
17. 7960 - 5865	18. 5802 - 4914	19. 6982 - 4983	20. 9444 - 4698
21. 2806 - 1937	22. 4860 - 1888	23. 5723 - 3755	24. 7777 - 3898

KEY

1. 1888	2. 4877	3. 1879	4. 2627
5. 5568	6. 2899	7. 124	8. 2778
9. 578	10. 1999	11. 865	12. 9
13. 1979	14. 1872	15. 5834	16. 3901
17. 1595	18. 888	19. 1999	20. 4746
21. 869	22. 2972	23. 1968	24. 3879

SUBTRACTION POSTTEST

DIRECTIONS: Solve each of the following subtraction problems.

Subtract:

1.	2.	3.	4.	5.
47 -26	348 -34	709 -257	301 -289	3234 -1987

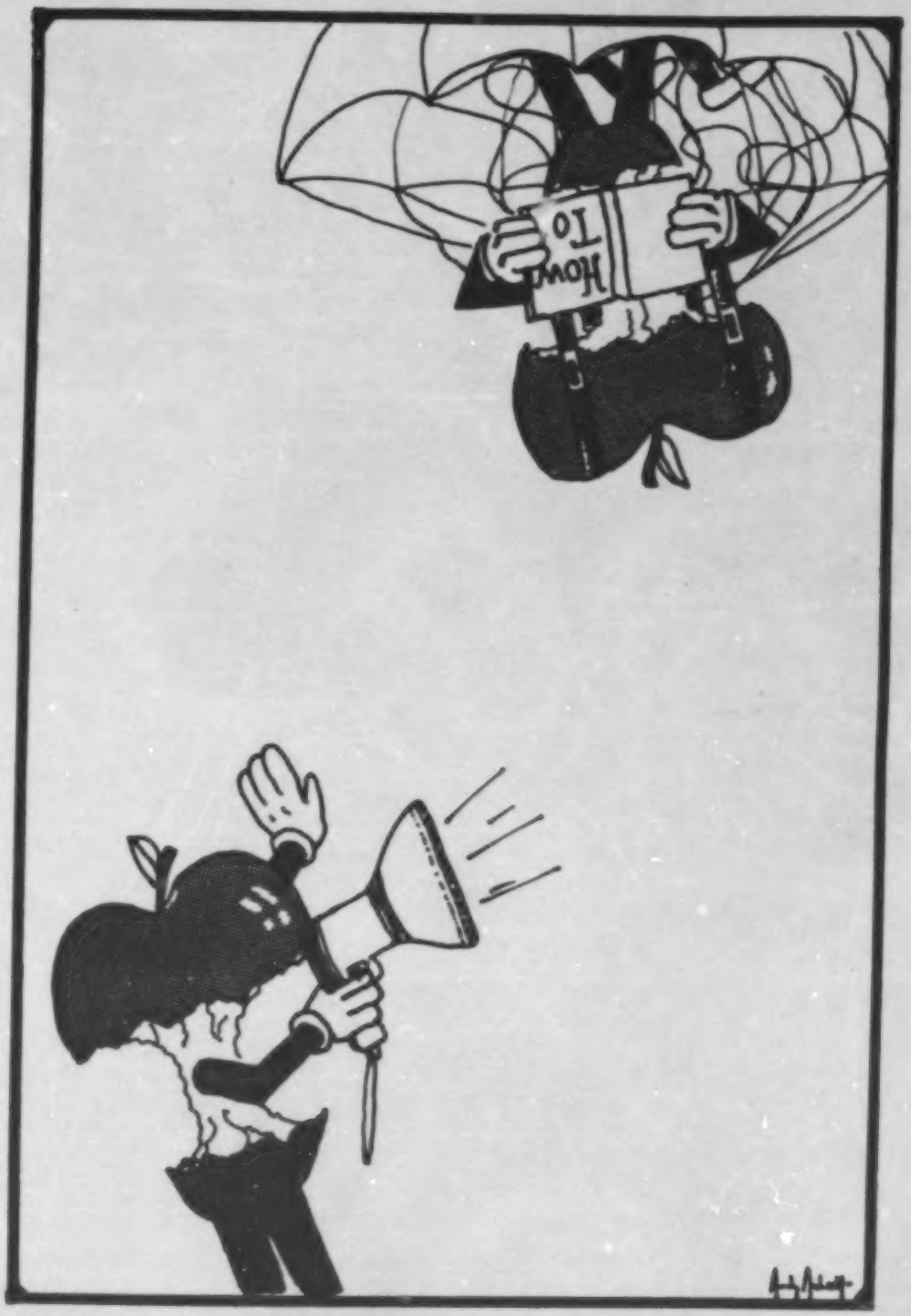
SUBTRACTION POSTTEST KEY

DIRECTIONS: Solve each of the following subtraction problems.

Subtract:

1.	47	2.	348	3.	709	4.	301	5.	3234
	-26		-34		-257		-289		-1987
	21		314		452		12		1247

FOLLOWING DIRECTIONS



GENERAL INFORMATION

COMPETENCY

Follow directions

Relates to CA/L-I-1 and CA/S-I-1, Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give the Posttest on pages 21-23.

Students must be able "to get to the party" to pass the Posttest.

TEACHING SUGGESTIONS

Give the Pretest, pages 3-5. (Instructions for administering are on page 3.) To pass the Pretest, students must be able "to get to the party."

Duplicate a set of student materials (white pages) for each student who is to work on this module.

You may direct the students to complete the module as homework or as an in-class activity.

Have students check each activity listed on page 7 as it is completed.

Careful or Casual Listening, page 12, has an answer key. The Purchase Order Worksheet, page 13, has an answer key. The Dictation for Purchase Order Worksheet is on page 14.

There is no key for Instructions for Getting to the Nurse's Office, page 19, and Instructions for Getting to the Nearest Convenience Store, page 20, because this will vary for different schools and communities.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

NOTE

Instructions for line drawing, page 9, is for two students.

Listening for Facts, page 10, is for the instructor to give to the entire group.

Listening for Main Point, page 11, is for the instructor to give to the entire group.

GENERAL INFORMATION
(continued

How to Type a Memorandum, page 17, will be of use in a typing class.

ADDITIONAL MATERIALS NEEDED

Tape Recorder may be used to dictate Listening for Facts, Listening for Main Point, and the purchase order activity.

Students will need tape recorder in How to Type a Memorandum.

Interoffice Memorandum forms.

PRETEST

Hand out Pretest, page 4. Have students read the directions on the top of the page.

Either dictate or tape the following directions.

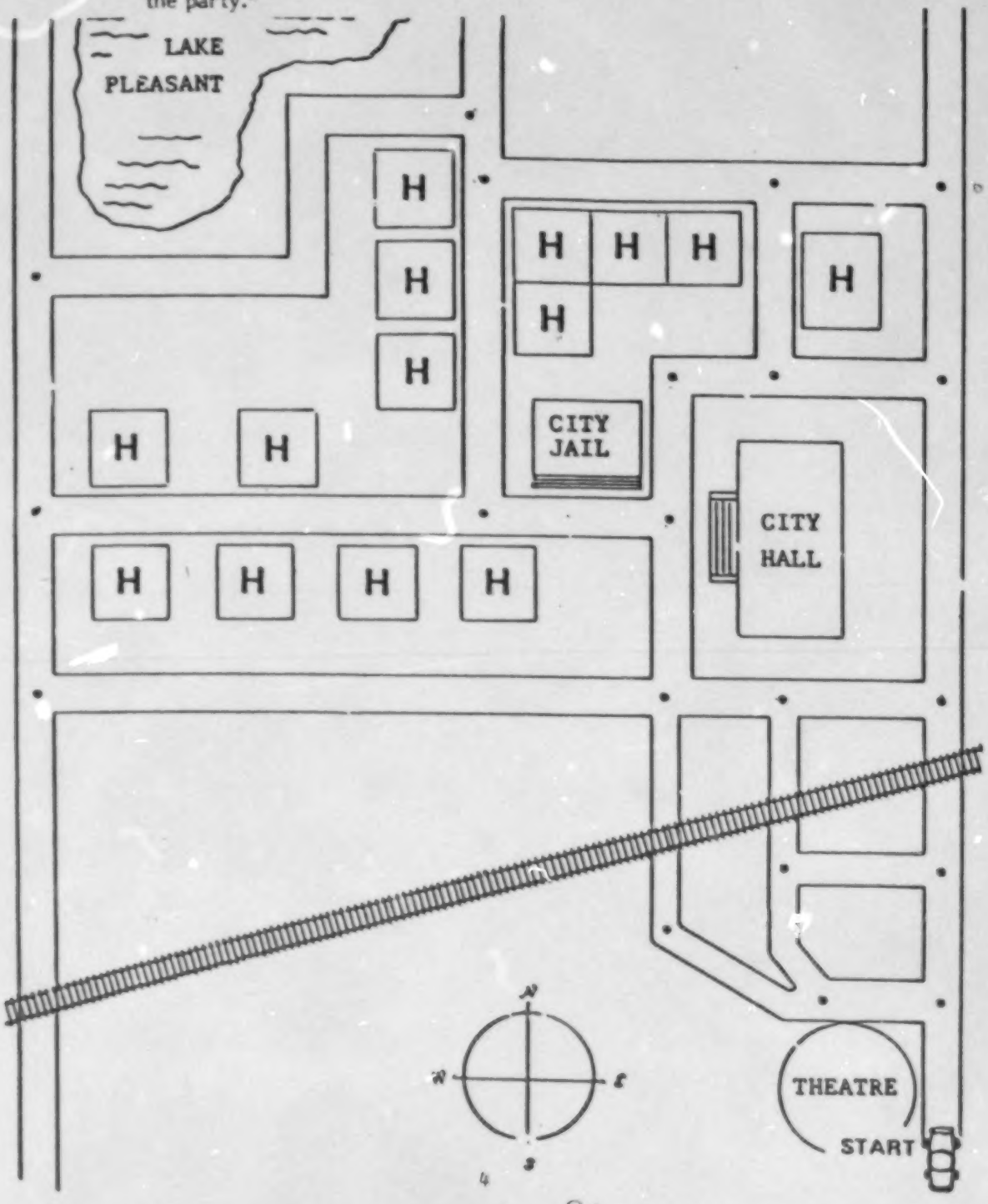
"You will follow oral and written directions to get to a party. Have your pen on your car by the theater at the lower right-hand corner of your map.

1. Drive north, taking the first left-hand turn.
2. Drive west; taking the first right-hand fork of the road.
3. Continue north across the railroad tracks; turn left at the end of the road.
4. Drive west to the next intersection.
5. Turn right, and travel beyond the City Jail.

You will follow written directions for the last leg of your journey. Use care, or you will "miss the party."

PRETEST

DIRECTIONS: You are to trace with a pen or pencil the route you will take from the theater to your destination. Your instructor will dictate the directions only once; you may not ask questions. Pay close attention--Listen Well! You will follow written directions for the last leg of your journey. Use care, or you will "miss the party."



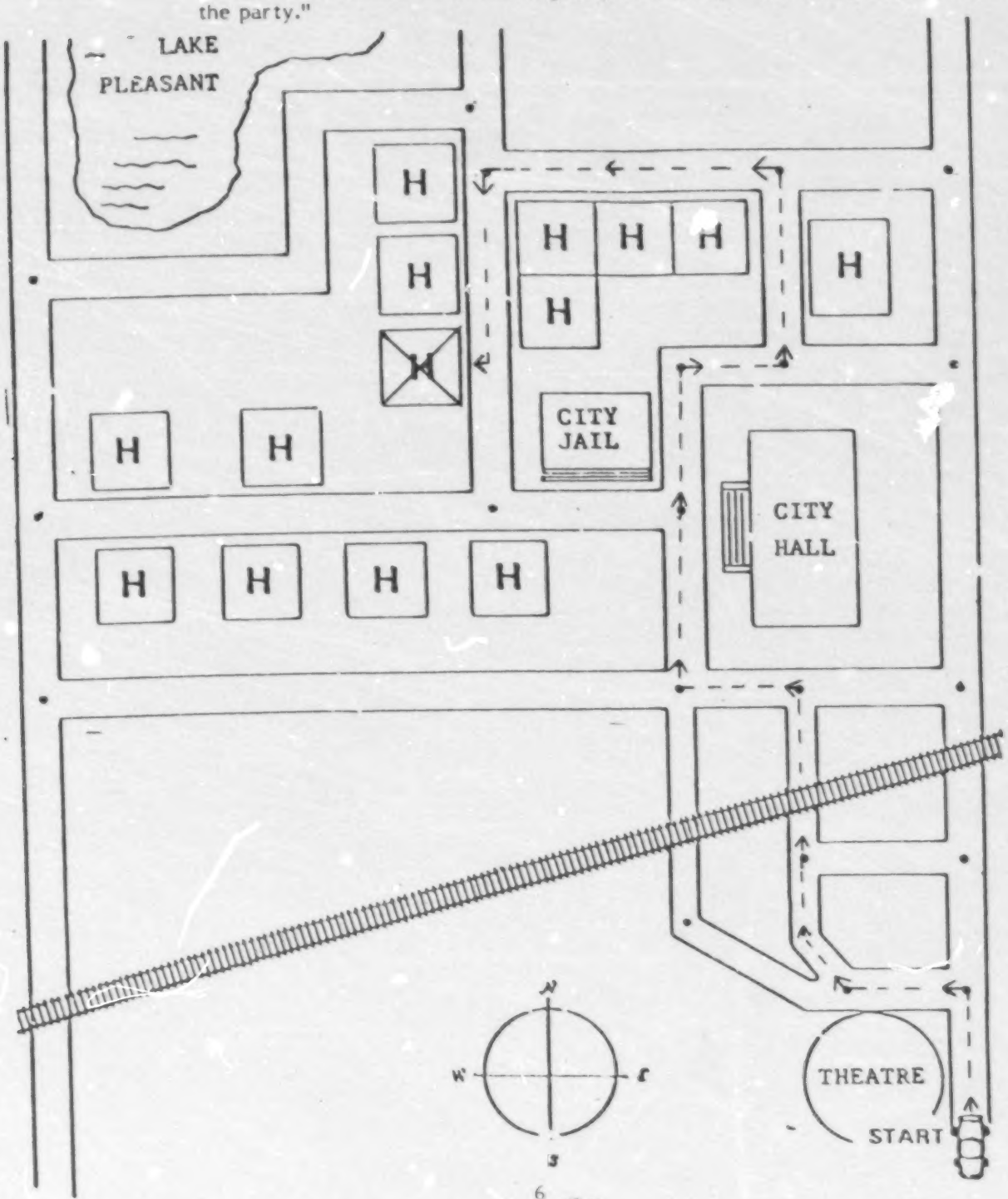
WRITTEN PART OF PRETEST

Follow these directions for the last leg of your journey:

1. Turn right; turn left at the first street.
2. Drive north to first intersection; turn left, and drive to end of street.
3. Turn left going south, and go to the third house on your right. Put a big "X" on this house.

PRETEST KEY

DIRECTIONS: You are to trace with a pen or pencil the route you will take from the theater to your destination. Your instructor will dictate the directions only once; you may not ask questions. Pay close attention--Listen Well! You will follow written directions for the last leg of your journey. Use care, or you will "miss the party."



TITLE Following Directions

COMPETENCY Follow directions

PURPOSE Every duty performed requires that you follow directions. Since 61 percent of daily communication time requires listening and/or reading, how well you listen and read will determine how well you follow directions and how successful you will be on the job.

LEARNING ACTIVITIES

- ☐ Take the Prestest, pages 3-5.
- ☐ Study the Information Sheet, page 8.
- ☐ Read and follow directions given on Instructions for Line Drawings, page 9.
- ☐ Ask your instructor for the activity, Listening for Facts, page 10.
- ☐ Ask your instructor for the actvity, Listening for Main Point, page 11.
- ☐ Read and follow directions on Careful or Causal Listening, page 12.
- ☐ Read, study, and complete the Purchase Order Worksheet, page 13.
- ☐ Read and answer questions on Self-Evaluation of Listening Ability, page 16.
- ☐ Get a tape recorder and complete How to Type a Memorandum, page 17.
- ☐ Complete the Instructions for Getting to the Nurse's Office, page 19.
- ☐ Complete the Instructions for Getting to the Nearest Convenience Store, page 20.
- ☐ Ask your instructor for the Posttest. (You must be able "to get to the party" to pass the Posttest.)

INFORMATION SHEET

Whether you are receiving directions or you have the responsibility of giving directions to someone else, there are important aspects to check in order to complete the directions properly. These are often called the five W's and How.

1. Who is to follow the directions?
2. What is to be done?
3. Where will it be done?
4. When will it be done?
5. Why is it being done?
6. How is it to be done?

If you were given the responsibility of writing directions or giving directions verbally, you would also need to be aware of the Five C's of Communication.

1. Clear--When your thought is clearly stated, it is easily understood. Be sure your directions have only one meaning.
2. Concise--You should say exactly what needs to be said and no more. Be brief.
3. Correct--Use correct information; use proper grammar. If you are writing, be sure your spelling is correct.
4. Complete--Be sure you give all the information that is needed to complete the directions.
5. Courteous--You should give directions from the point of view of the person receiving the directions. They should be written or said the way you would want to receive the directions.

INSTRUCTIONS FOR LINE DRAWINGS

1. Get another student to work with you.

2. Draw two of the following objects on a sheet of paper. Do not show them to your partner.

   Examples of objects are:

Square	Coffee cup
Rectangle	Cowboy hat
Circle	Guitar
Oval	Smiling face
Candy cane	Pencil
Box	Stick figure
House	

3. Sit back to back. Have your partner try to draw your object from your oral directions. Note: Tell your partner how to draw it, not what it is. Your partner is not to communicate with you in any way, and you are not to see what your partner is doing.

4. Sit facing each other. Have your partner try to draw the second drawing. This time you may talk to each other about the drawing.

5. When you have finished, compare your drawing and your partner's drawing.

6. Now reverse the process so that each of you has a chance to play both roles.

LISTENING FOR FACTS

DIRECTIONS: Instruct the students that they will be tested over this material and that they should listen for the important points. Do not mention note taking to them; allow them to make this decision. Either dictate or tape this paragraph. After students have heard the material just once, ask them the ten questions listed below and instruct students to write the correct answer to each question as you ask it.

"Congratulations! You have just been hired by Ronald's Business Imports in Moscow, Idaho. Your new position is file clerk for Mrs. Allyson Wunder. You are to report for work on Tuesday at 8:30 a.m. Report to the Personnel Office where you will meet Mr. Gaylord Smith who will have you complete your W-4, Bail Bond, and Proof of Competency forms. Your lunch break will be from 12 noon to 12:30 p.m. You will receive one 20-minute break in the morning and one 15-minute break in the afternoon. You will work until 4:30 p.m. You must punch out on the time clock each day in the Personnel Office. The time clock is located next to the Word Processing Department in the middle room of the Personnel Office."

Answer the following questions correctly from the above paragraph:

1. What is the name of the company that hired you? (Ronald's Business Imports)
2. In what state is your new job located? (Idaho)
3. For what position have you been hired? (File Clerk)
4. Who will be your supervisor? (Mrs. Allyson Wunder)
5. At what time do you go to lunch? (12 noon)
6. What day of the week do you begin your job? (Tuesday)
7. Who is the person you will meet in the Personnel Office? (Mr. Gaylord Smith)
8. How many breaks do you receive during the day? (two)
9. How long is your lunch break? (30 minutes)
10. At what time does your workday end? (4:30 p.m.)

LISTENING FOR THE MAIN POINT

DIRECTIONS: Instruct the students that they will be tested over this material and that they should listen for the main point. Do not mention note taking to them; allow them to make this decision. Either dictate or tape this paragraph. After students have heard the material just once, ask them the questions listed below the paragraph.

"You are the senior class president in a high school class in Tucson, Arizona, which is located between Nogales and Phoenix. The classroom walls are light green, the carpet on the floor is brown, and each desk in the room has black, modern chairs with a walnut writing board attached. Two girls are seated in the third row from the front. Among the other 41 students is an 18-year-old girl who has just arrived from New York and who is extremely nervous. Beside her is a 16-year-old girl from Hawaii. The principal of the school is 5 feet 9 inches tall; he is married and has two children and is a native of Winslow, Arizona. He is 45 years old. The assistant principal is 36 years old and is 6 feet 2 inches tall. The biology teacher is 27 years old."

How old is the senior class president? (The clue is in the opening six words: You are the senior class president. The correct answer is your own age.) If the students missed the clue, they should improve their listening ability.

WORKSHEET - CAREFUL OR CASUAL LISTENING

Casual listening is offhand and indifferent listening. Careful listening is understanding words and feelings, as well as attitudes behind the words of the speaker.

DIRECTIONS: Decide which situtations would require careful listening and which would require casual listening. Write "careful" or "casual" in the blank provided by each question depending upon the decision you reach. Cover the key while doing this exercise.

1. Your friend is telling you the names of his uncle's children who live many states away._____
2. Your mother is asking you to stop by the supermarket on your way home to shop for specific items for dinner._____
3. Your employer is explaining company policy concerning time off from work--either sick, personal, or regular._____
4. You receive a telephone call telling you the time and place for an appointment with your employer._____
5. Your employer is telling you to deliver an envelope to another business and gives you the address._____
6. Your friend is explaining the exercise program at the spa._____
7. Your neighbor describes the training dogs receive at obedience school._____ _____
8. Your father is giving you directions to a house where you are to pick up your little brother._____
9. The counselor at the employment center is telling you when and where you should report to your new job._____
10. You are watching a talk show on television._____ ___

KEY

1. Casual
2. Careful
3. Careful
4. Careful
5. Careful
6. Casual
7. Casual
8. Careful
9. Careful
10. Casual

PURCHASE ORDER WORKSHEET

DIRECTIONS: Read this material before asking for tape or dictation from your instructor.

Because listening is such an important communications skill for keeping a job and advancing on it, you must develop your listening ability to the fullest. Often you may be asked to take messages, orders, or receive directions orally.

Some hints for improving listening skills are:

1. Stop talking.
2. Give the speaker your undivided attention.
3. "Tune out" all distractions.
4. Concentrate on what is being said.
5. Ask questions for clarification.

ACTIVITY:

You may now ask the instructor for oral instructions in order to continue this activity. It will be helpful if you take notes during the dictation. After you have listened, complete the following form:

PURCHASE ORDER

Name of Bank _____

Kind of Supplies _____

Source _____
(from where are you picking up the supplies)

Quantity Supplies

_____

_____

_____

_____

_____

Signature _____

SCRIPT FOR PURCHASE ORDER

DICTATION FOR PURCHASE ORDER WORKSHEET

You work for the Roadrunner Bank. Your supervisor stops by your desk to ask you to pick up from the warehouse the office supplies which have already been ordered.

2 dozen pencils
1 dozen blue pens
3 reams of paper
6 telephone message pads
7 boxes of paper clips

You must complete the pick-up sheet (purchase order) correctly. Sign the pick-up sheet.

Following Directions

Instructor

PURCHASE ORDER - KEY

Name of Bank Roadrunner Bank

Kind of Supplies Office

Source Warehouse
(from where are you picking up the supplies)

Quantity	Supplies
2 doz	Pencils
1 doz	Blue pens
3 reams	Paper
6	Telephone message pads
7 bxs	Paper clips

Signature Student's signature

SELF-EVALUATION OF LISTENING ABILITY

DIRECTIONS: Can you answer "no" to all of the following questions? If you answer "yes" to any of these questions, then you are not listening as closely as you should. Therefore, you must improve your listening ability.

1. As people talk to you, do you find it hard to keep your mind on the subject at hand?_____
2. Do you listen first for facts rather than ideas?_____
3. Do certain words, phrases, or ideas so prejudice you against a speaker that you cannot listen to what is being said?_____
4. If the speaker uses vocabulary above your own, do you "tune them out"?_____
5. If you feel it would take too much time and effort to understand something, do you go out of your way to avoid hearing about it?_____
6. Do you deliberately turn your thoughts to other subjects when you believe a speaker will have nothing particularly interesting to say?_____
7. Can you tell by a person's appearance that the person will have nothing important to say?_____
8. When you are listening to someone, are you easily bothered by outside sights and sounds?_____
9. When somebody is talking to you, do you appear to be paying attention when you are not?_____
10. If you really want to listen to a speech, do you sit in the back of the room?_____

HOW TO TYPE A MEMORANDUM*

DIRECTIONS: This activity will require that you make a recording. When you have completed the recording, give it to the instructor for evaluation.

On the recording, you will be giving oral directions explaining how to type a memorandum. Before you attempt this activity, it would be a good idea if you review the necessary steps with the instructor. You must explain in detail, following the correct order, how to type a short memorandum. Include in this explanation proper placement of memorandum headings, margins, body, signature, etc.

Evaluation will be based on whether someone can type a correct memorandum by following your directions.

*For use in a typing class.

DIRECTIONS FOR TYPING AN INTEROFFICE MEMORANDUM KEY

Completely fill in the information beside the printed words: TO, FROM, DATE, and SUBJECT.

The name of the person to whom the memorandum is written will be typed beside TO.

The name of the person who is writing the memorandum will by typed beside FROM.

The current date will by typed beside DATE.

A short sentence explaining what the memorandum is about will be written beside SUBJECT.

You should leave two blank lines between the last line of the heading and the first line of the message.

The message should be single spaced with one inch margins. Double space between paragraphs.

Reference initials are typed at the left margin one blank line below the message. When enclosures are sent with a memorandum, the enclosure notation should be typed one blank line below the reference initials.

EXAMPLE

COMPANY NAME INTEROFFICE MEMORANDUM

TO:	Instructor	DATE:	Today's Date
FROM:	Student	SUBJECT:	Interoffice Memorandum

Start the interoffice memorandum two blank lines below the typewritten heading material and block it at the left margin.

Since the writer's name is in the heading, there is no need to type it at the end of the message. The typist's initials are placed a double space below the message. An enclosure notation should be typed one blank line below the reference initials.

xx

Enclosure

INSTRUCTIONS FOR GETTING TO THE NURSE'S OFFICE

DIRECTIONS: Prepare written directions for your classmates to explain the steps for the shortest route to the nurse's office from your classroom.

1. Be sure you know the way to the nurse's office and the shortest route. Check with your instructor if necessary.
2. Plan what you want to write.
3. Write the directions.
4. Be sure that the directions are written clearly enough for all students to understand.

INSTRUCTIONS FOR GETTING TO THE NEAREST CONVENIENCE STORE

DIRECTIONS: Prepare written directions for getting to the nearest convenience store such as Circle K, 7-11 Store, Fast 'n Take Market, Stop 'n Go Market.

1. Be sure you know the shortest route to the nearest convenience store. If necessary, trace a route.
2. Plan what you want to write.
3. Write the directions.
4. Be sure that the directions are written clearly enough for all students to understand.

POSTTEST

DIRECTIONS: Hand out Posttest page 22. Have students read the directions on the top of the page. Either dictate or tape the following directions.

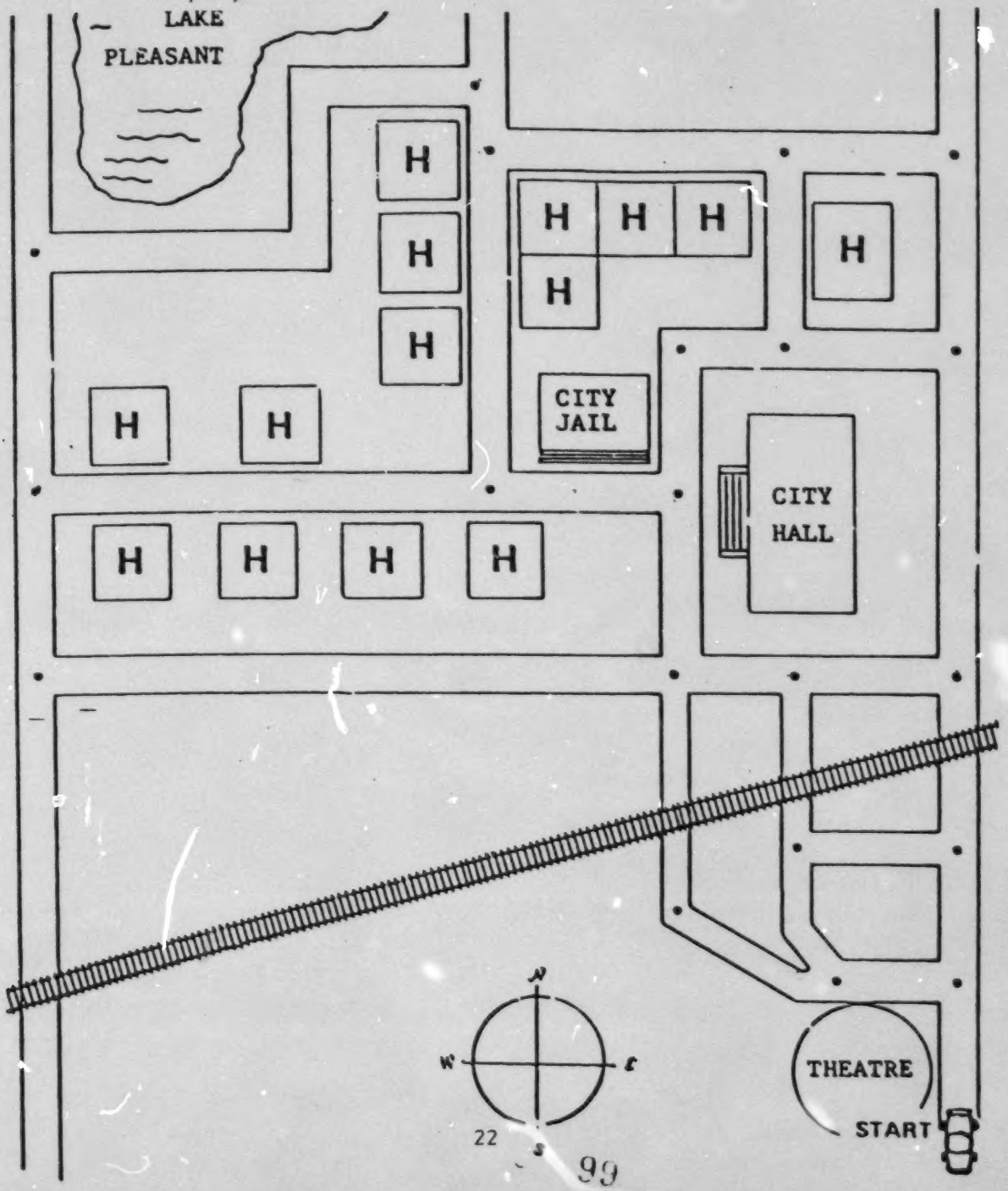
"You will follow oral and written directions to get to a party. Have your pen on your car by the theater at the lower right-hand corner of your map.

1. Drive north, taking the first left-hand turn.
2. Drive west; taking the first right-hand fork of the road.
3. Continue north across the railroad tracks; turn left at the end of the road.
4. Drive west to the next intersection.
5. Turn right, and travel beyond the City Jail.

You will follow written directions for the last leg of your journey. Use care, or you will miss the party."

POSTTEST

DIRECTIONS: You are to trace with a pen or pencil the route you will take from the theater to your destination. Your instructor will dictate the directions only once; you may not ask questions. Pay close attention--Listen Well! You will follow written directions for the last leg of your journey. Use care, or you will "miss the party."



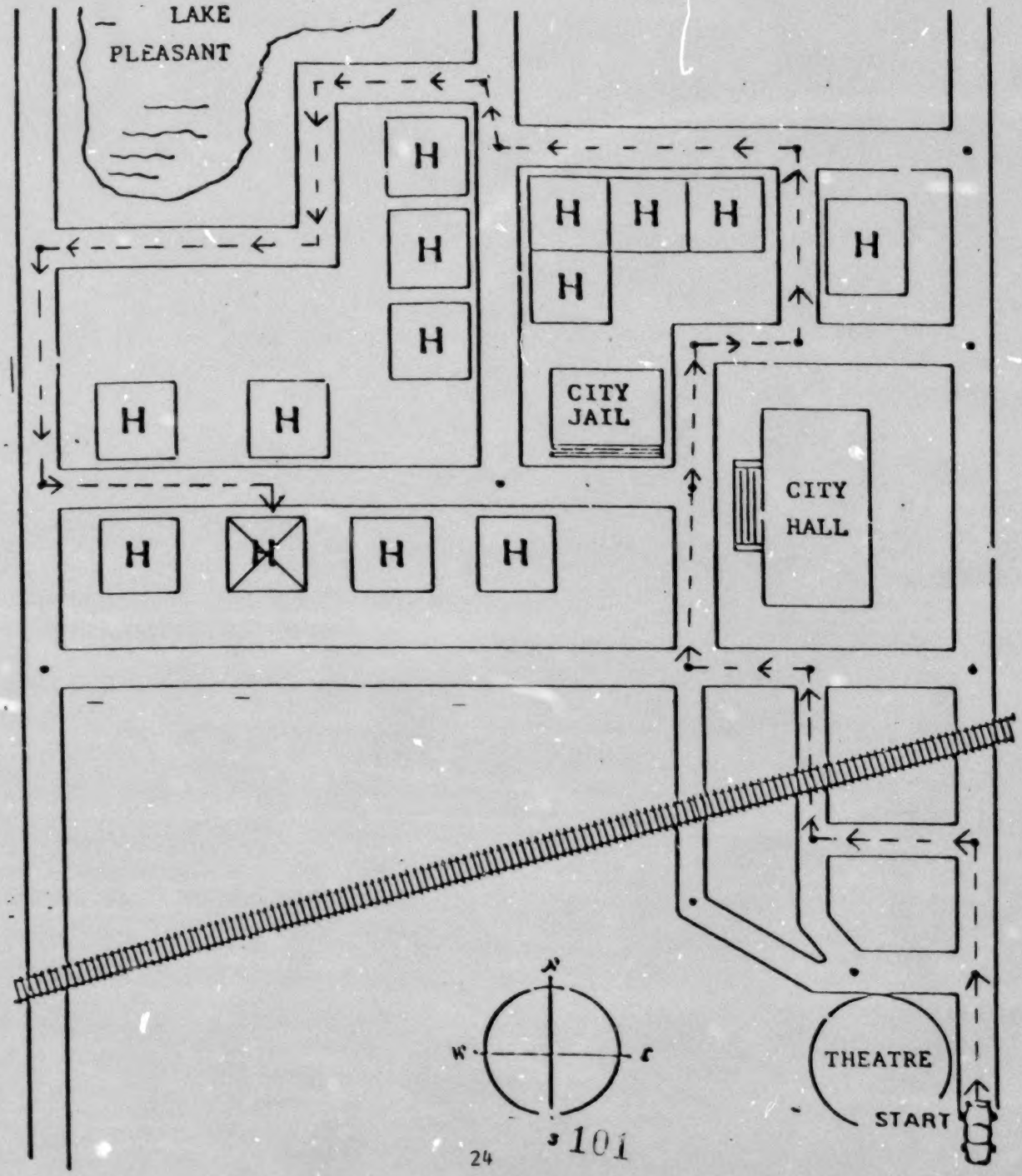
WRITTEN PART OF THE POSTTEST
(To be distributed to the students)

DIRECTIONS: Follow these directions for the last leg of your journey:

1. Turn east and drive to the intersection.
2. Go north to the first intersection, then west on the road to the first right and take the road that goes around Lake Pleasant.
3. At the southwest corner of the lake, turn south.
4. Turn east at the next intersection.
5. Your destination is the second house on the right. Put a big "X" on this house.

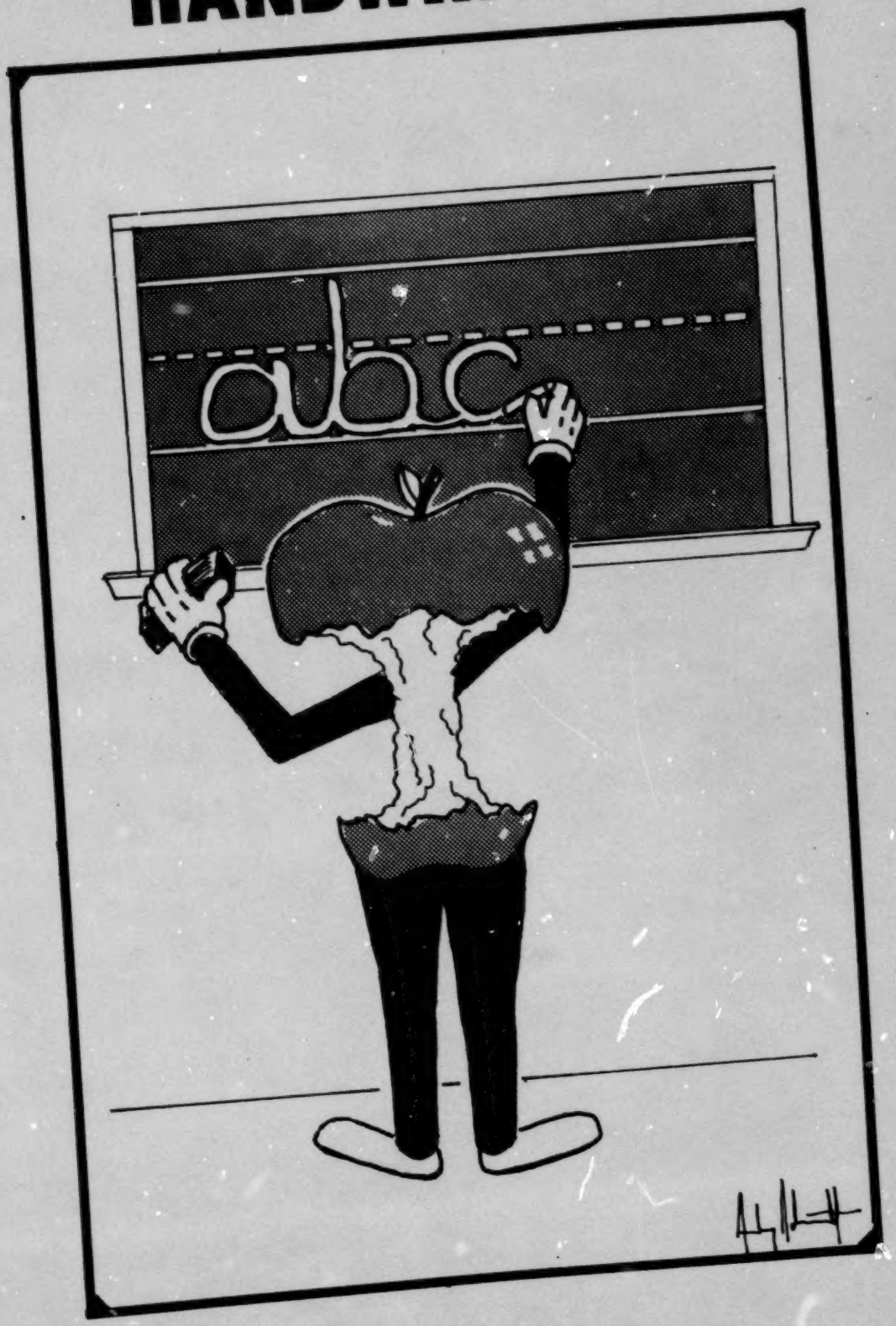
POSTTEST KEY

DIRECTIONS: You are to trace with a pen or pencil the route you will take from the theater to your destination. Your instructor will dictate the directions only once; you may not ask questions. Pay close attention--Listen Well! You will follow written directions for the last leg of your journey. Use care, or you will "miss the party."



101

HANDWRITING



GENERAL INFORMATION

COMPETENCY

Write legibly

Relates to CA/W-I-1, Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give the Posttest on pages 19-20.

All handwriting must be capable of being read with ease.

TEACHING SUGGESTIONS

Give the pretest, page 2-3; legibility of the application is to be determined by the instructor.

Duplicate a set of student materials (white pages) for each student who is to work on this module.

You may direct the students to complete the module as homework or as an in-class activity.

Have students check each activity listed on page 4 as it is completed.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

ADDITIONAL MATERIALS NEEDED

Paper clips and 3x5 cards

PRETEST

DIRECTIONS: Complete the application blank in ink using your best handwriting. On this pretest, your handwriting will be evaluated, so do a good job.

RONALD'S BUSINESS IMPORTS
An Equal Opportunity, Affirmative Action, Title IX Employer

Date_____

Social Security Number_____

Telephone Number_____

Name_____ Address_____

If hired, can you furnish proof of age?_____

Please identify any physical condition which may hinder you in the performance of the job for which you are applying._____

Have you ever been convicted of a felony?_____

If so, when, where, and disposition._____

Are you a citizen of the USA?_____

Position desired_____ Salary desired_____

Date available_____

EDUCATION

Name & Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School			
High School			
College			

OFFICE PERSONNEL ONLY

Typing Speed_____ Shorthand Speed_____

Other Skills_____

WORK HISTORY

Name of Employer	Address & Phone	Your Job	Period of Employment	Why did you leave?

PERSONAL REFERENCE

List three individuals who are willing to attest to your character and ability. Do not include relatives or former employers.

Name	Address and Phone Number	Position

MILITARY SERVICE

Dates of service: From _____ To _____

SPECIAL SKILLS

List machines you are qualified to operate: _____

_____

_____

I certify that the above information is true and correct and understand that any misrepresentation is cause for dismissal.

Signed _____

TITLE Handwriting

COMPETENCY Write legibly

PURPOSE

Your handwriting is YOU. You are judged by your handwriting just as you are judged by your hairstyle, the clothes you wear, and your speech. Clear, easy-to-read handwriting on a job application can help you get the job. It is very important that what you write is readable, because you will find it necessary to take messages, instructions, and write short notes when you get a job.

LEARNING ACTIVITIES

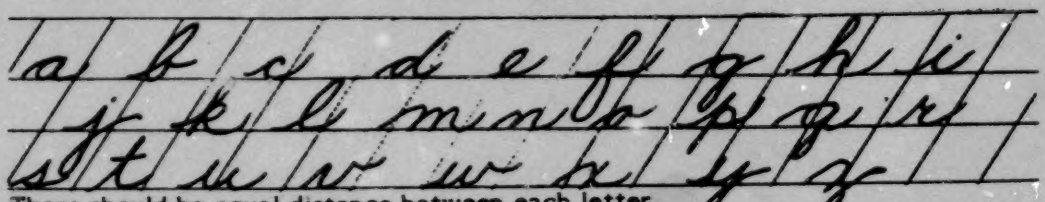
- ☐ Ask your instructor for the Pretest, pages 2-3.
- ☐ Read and study the Introduction to Writing Legibly, page 5.
- ☐ Practice handwriting by following the directions on Five Features of Handwriting, page 6.
- ☐ Practice writing small letters, page 7.
- ☐ Practice the formation of capital letters, page 8.
- ☐ Practice capital letters by tracing and writing as directed, page 9.
- ☐ Practice writing numbers using Number Writing activity, page 10.
- ☐ Complete the Reading Handwriting activity, page 11.
- ☐ Complete the bank deposit slip, page 13.
- ☐ Complete the telephone message, page 14.
- ☐ Read and complete the Supply Order Form, pages 16-18.
- ☐ Ask instructor for the Posttest. (Your handwriting must be capable of being read with ease.)

INTRODUCTION TO WRITING LEGIBLY

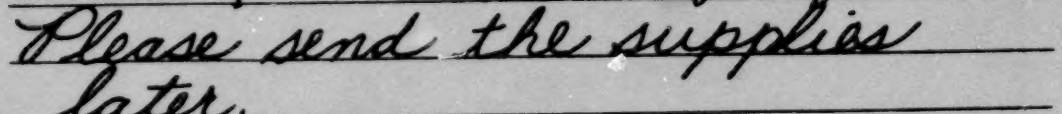
Legible handwriting includes:

1. Uniform slant of letters
2. Uniform spacing of letters
3. Size of letters
4. Letter formation

SLANT: All letters should slant in the same direction.



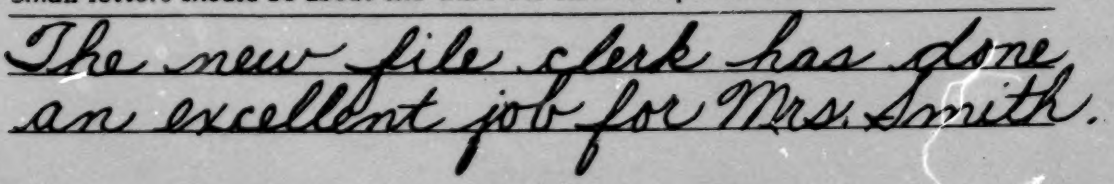
SPACING: There should be equal distance between each letter.



Please send the supplies later.

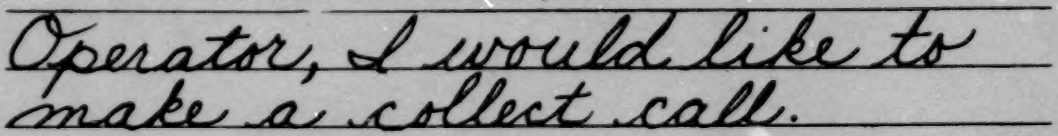
Small letters should be about one-third the size of capital letters.

SIZE:



The new file clerk has done an excellent job for Mrs. Smith.

LETTER FORMATION: Each letter should be clear and easy to read.



Operator, I would like to make a collect call.

Other important areas of legible handwriting include:

CAPITAL LETTERS: Capital letters are formed in various ways. You should not change your style if it is legible and attractive.

SIGNATURE: Your own signature is very important. It is harder to forge a good signature than to forge an illegible one. Work to develop a clear, legible signature. If your signature is not readable, get busy. Do something about it! Practice writing your signature until it can be read easily.

NUMBERS: Numbers should be well formed and without fancy curves or hooks. Each number should be written so that it will not be mistaken for another number.

FIVE FEATURES OF HANDWRITING

Legible handwriting has several basic features which you can identify. The five basic elements are: uniform slant, letter formation, uniform spacing, proportion, and alignment.

In this activity, you will practice handwriting using each of these features. Write the following sentences.

UNIFORM SLANT: All letters slant in the same direction.

Complete the enclosed form and return it with your check.

LETTER FORMATION: Each letter is clearly recognizable.

Mr. Jones would like you to return his call by 4:15 today.

UNIFORM SPACING: There is equal distance between each letter.

Please send the following supplies from the storeroom.

PROPORTION: Small letters are about one-third the size of capital letters except for those with upper loops.

Make a carbon copy of this letter for the files.

ALIGNMENT: Each letter is resting on the line.

Your lunch break will be between 12:30 p.m. and 1:15 p.m.

Student

ALPHABET PRACTICE ON SMALL LETTERS

DIRECTIONS: Read and complete the following activities:

A. When printing the alphabet in small letters, you need to use only a circle, portion of a circle, and straight lines. Practice printing the alphabet using these elements.

NOTE: Always hold the pen or pencil lightly when writing or drawing.

EXAMPLE:

abcdefghijklmnopqrstuvwxyz

B. Print another alphabet and join the letters with connecting lines as shown.

NOTE: The letters b, f, r, s, and z need changes.

EXAMPLE:

abcdefghijklmnopqrstuvwxyz

C. Write the following sentence, using the "print tie together" method:

I want to write legibly.

I want to write legibly.

D. Write the same sentence legibly.

I want to write legibly.

I want to write legibly.

ALPHABET PRACTICE ON CAPITAL LETTERS

This activity is designed to help you improve your writing of capital letters.

DIRECTIONS: Read and complete the following activities:

A. Using a circle, portions of a circle, and straight lines print the alphabet in capital letters.

NOTE: Print the letters; do not draw; try to make them even.

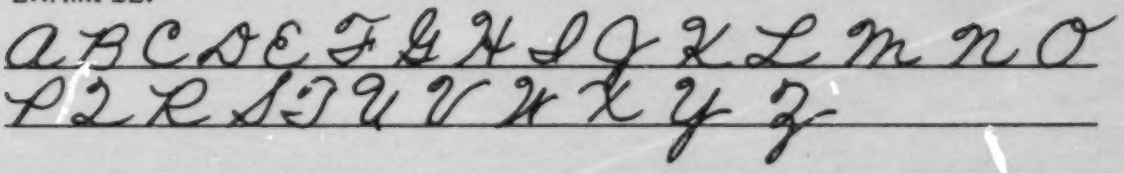
EXAMPLE:

ABCDEFGHIJKLMNOPQRST
UVWXYZ

B. Write (use cursive handwriting) the alphabet. You might want to practice this activity several times, especially if you have trouble forming any of the capital letters.

NOTE: Make your writing neat and attractive. Do not bear down on the downstroke.

EXAMPLE:

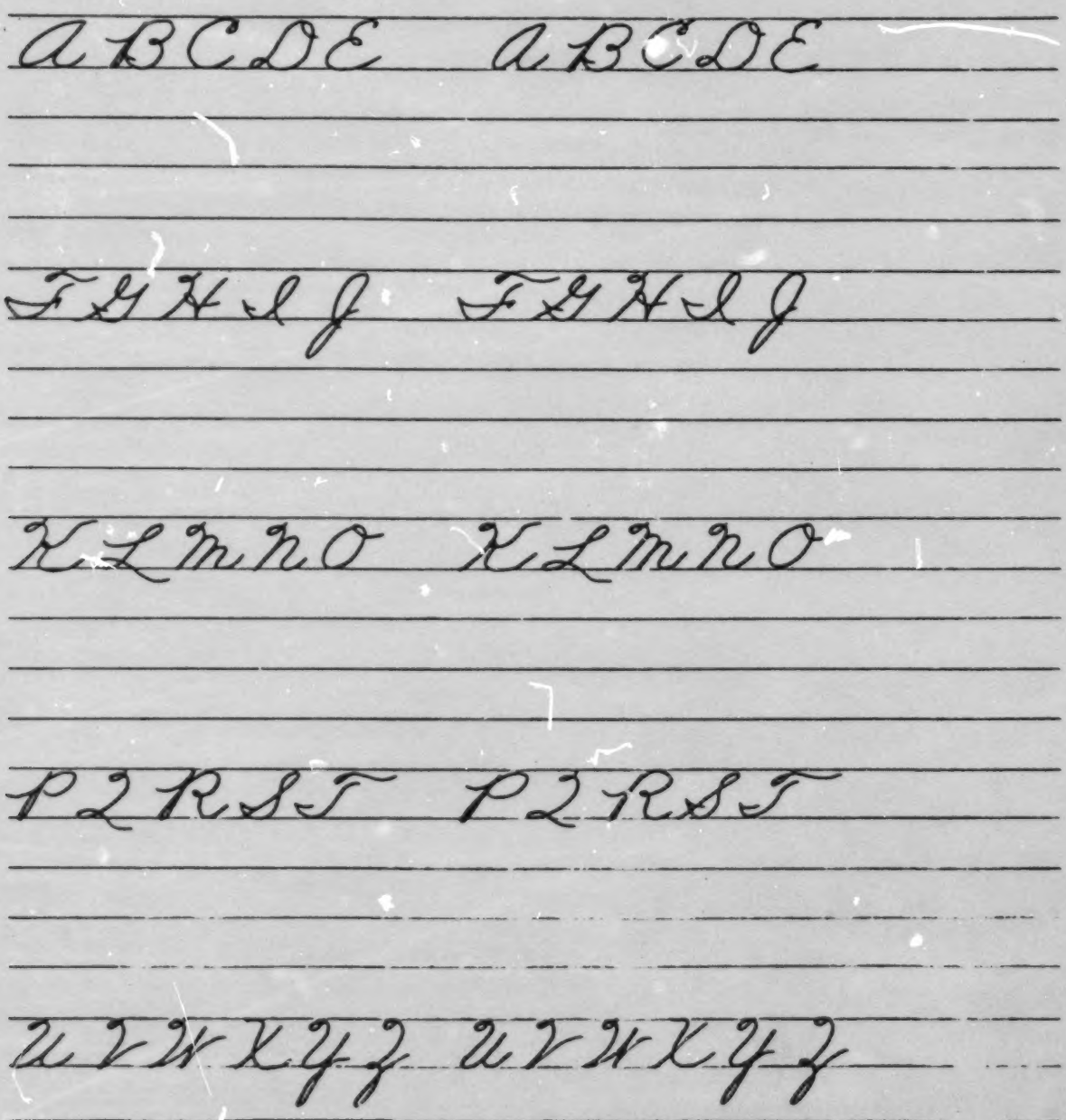


C. Write the following capital letter groups. Do not join the letters.

UU	VV	WW	XX
YY	BC	ZZ	EF
FG	GH	HI	IJ
JK	KL	LM	MN
NO	OP	PQ	QR
RS	ST	TU	UV
VW	WX	XY	

ALPHABET PRACTICE

Trace the examples four times and then write four lines of the following capital letters:

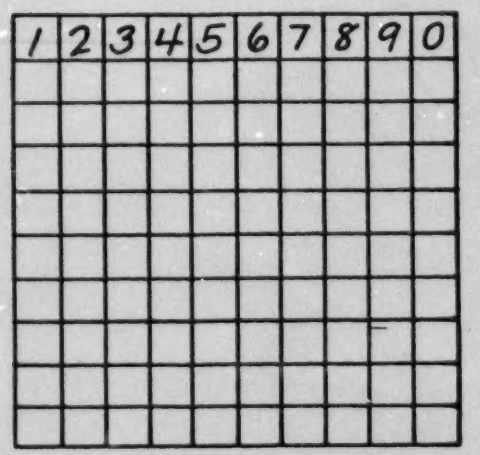


NUMBER WRITING

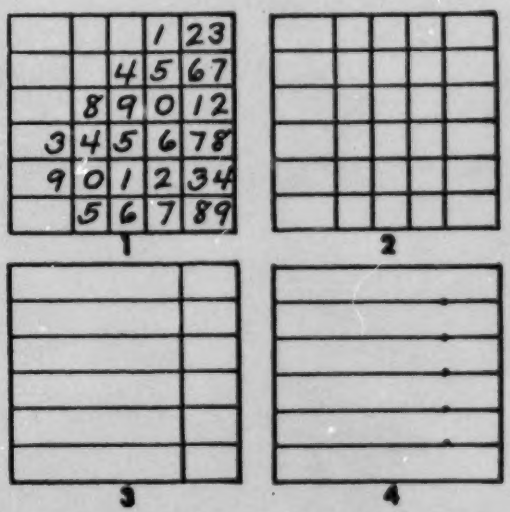
You should be able to write legible and well-formed numbers. It is very important that businesspersons do so, because illegible numbers can cause great losses in money and time.

It is easy to write well-formed numbers. First, you must have a mental picture of what the number should look like, and then you must practice writing the number until the process becomes automatic. Numbers should be written without fancy curves or extra hooks and frills. They should be written so they cannot be mistaken for other numbers. An illegible letter can sometimes be read as part of a familiar word, but a number must stand by itself, clear and unmistakable.

To help you write numbers legibly, you can make and use these devices:



Write numbers shown without touching sides of blocks.



In blocks 2, 3 and 4, practice writing the numbers shown in block 1, keeping them in vertical alignment.

READING HANDWRITING

Many times you will find it necessary to read another person's handwriting in order to complete your work. If that person's handwriting is not legible, you may need to follow these hints to help you interpret the handwriting.

1. Choose a number, letter, or word that you can read. Words such as is, an, and, the are usually good clues. Then compare the letters of the readable word with the word you cannot read. This should help you decide which letter the writer has written.

   If there is a date or other numbers in the message of which you are sure, compare these with the numbers you cannot read.

2. If you are sure of what some of the letters are in the word you cannot read, print those letters above the word. You will probably be able to decide what the word is from these letters and from the rest of the words in the sentence.

   If it is a number, you may be able to decide what the entire number is from the information you have in your files.

DIRECTIONS: Using the hints above, practice reading hte written example below. Check the key on the back of this page to see if you were correct.

June 10, 1982

This is an example of am handwriting. If its hard to read, then you know how discouraging it is to try to read am handwriting. Good handwriting is a skill that requires practice and concentrated effort. If you want to write nicely, then practice. If you dont practice, then you must be content with how you write and the mess that you make on nice, clean, ruled paper.

READING HANDWRITING
(continued)

KEY

June 10, 1982

This is an example of poor handwriting. If it is hard to read, then you know how discouraging it is to try to read poor handwriting. Good handwriting is a skill that requires practice and concentrated effort. If you want to write nicely, then practice. If you do not practice, then you must be content with how you write and the mess that you make on nice, clean, ruled paper.

WRITING NUMBERS -- BANK DEPOSIT SLIP

Sometimes when you write numbers, they must be written rapidly and in small spaces. They must be accurate and easy to read.

DIRECTIONS: Prepare the bank deposit slip below by writing in the following numbers. Be careful to make your numbers legible.

Bank Number	Amount
90-250	$ 17.25
16-85	4.73
16-17	201.22
90-1473	.77
90-697	6.16
16-290	8.55
16-190	7.99
90-1756	33.01
16-127	10.64
16-282	382.75
16-61	11.50
16-109	3.90
16-55	2.91
16-840	77.26
90-1104	.83
90-3193	16.54
Total	$ 786.01

PROPERLY ENDORSE ALL ITEMS

CHECKS (LIST SINGLY) AND DRAFTS	DOLLARS	CENTS
90-250	17	25
TOTAL		

ENTER TOTAL ON FRONT OF THIS DEPOSIT SLIP

WRITING A TELEPHONE MESSAGE

DIRECTIONS: From the information given below, fill out the message sheet completely and legibly.

"Mrs. Jane Topp called from the newspaper office and asked to have your supervisor, Mrs. Apollo Creed, call her as soon as possible. The call came in at 4:17 p.m. Mrs. Topp's phone number is 123-4567, extension 2. You are taking the message today. Mrs. Topp said to have the materials for printing ready by Friday."

To _____

Date _____ Time _____ A.M. / P.M.

WHILE YOU WERE OUT

M _____

of _____
Area Code & Exchange

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message _____

_____

_____

_____

_____

Operator _____

NO. F153

Champion Office Products
Champion International Corporation

WRITING A TELEPHONE MESSAGE KEY

To MRS. APOLLO CREED

Date current Time 4:17 A.M. (P.M.)

WHILE YOU WERE OUT

M MRS. JANE TOPP

of Newspaper office

Area Code & Exchange 123-4567, Ext. 2

TELEPHONED	✓	PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	✓
	RETURNED YOUR CALL		

Message Have materials ready for printing by Friday.

Operator student's NAME

NO F153

Champion Office Products
Champion International Corporation

SUPPLY ORDER FORM

DIRECTIONS: You are a COE student employed by a local accounting office as a part-time typist-bookkeeper-receptionist. You are to check the supplies weekly and order those that are needed.

Practice handwriting by copying the information on the supply order form.

After completing the purchase order, write a note to the purchasing clerk asking to have the supplies ordered immediately. Write the note on a 3 x 5 card and attach it with a paper clip. Write legibiy.

PURCHASE ORDER

ORDER NO 3839

Handwriting

Student

TO The Stockroom

ADDRESS 123 Supplies Center

CITY Tuscaloosa, Arizona

SHIP TO

ADDRESS

CITY

REQ NO	FOR	DATE REQUIRED	TERMS	HOW SHIP	DATE
	Asset Accounting	ASAP			current

	QUANTITY ORDERED	QUANTITY RECEIVED	PLEASE SUPPLY ITEMS LISTED BELOW	PRICE		UNIT
1	3		boxes medium size Paper Clips			
2	4		boxes standard size File Folders			
3	6		bottles white Correction Fluid			
4	3		packages legal size yellow pads, lined			
5	9		4-columnar Accounting pads			
6	10		2-columnar Accounting pads			
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						

IMPORTANT

OUR ORDER NUMBER MUST APPEAR ON ALL INVOICES, PACKAGES, ETC.

PLEASE NOTIFY US IMMEDIATELY IF YOU ARE UNABLE TO SHIP COMPLETE ORDER BY DATE SPECIFIED

PLEASE SEND COPIES OF YOUR INVOICE WITH ORIGINAL BILL OF LADING

PURCHASING AGENT

1H 147 Rediform

ORIGINAL

17

PURCHASE ORDER

3839

Handwriting

Student

TO _____ SHIP TO _____

ADDRESS _____ ADDRESS _____

CITY _____ CITY _____

REQ. NO.	FOR	DATE REQUIRED	TERMS	HOW SHIP	DATE

1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							

IMPORTANT

OUR ORDER NUMBER MUST APPEAR ON ALL IN-VOICES, PACKAGES, ETC.

PLEASE NOTIFY US IMMEDIATELY IF YOU ARE UNABLE TO SHIP COMPLETE ORDER BY DATE SPECIFIED

PLEASE SEND _____ COPIES OF YOUR INVOICE WITH ORIGINAL BILL OF LADING

PURCHASING AGENT

1H 147 Rediform

ORIGINAL

18

120

POSTTEST

DIRECTIONS: Complete the application blank in ink using your best handwriting. On this ppsttest, your handwriting will be evaluated, so concentrate and do a good job.

RONALD'S BUSINESS IMPORTS
An Equal Opportunity, Affirmative Action, Title IX Employer

Date_____

Social Security Number_____

Telephone Number_____

Name_____ Address_____

If hired, can you furnish proof of age?_____

Please identify any physical condition which may hinder you in the performance of the job applied for._____

Have you ever been convicted of a Felony?_____

If so, when, where, and disposition._____

Are you a citizen of the USA?_____

Position desired_____ Salary desired_____

Date available_____

EDUCATION

Name & Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School			
High School			
College			

OFFICE PERSONNEL ONLY

Typing Speed_____ Shorthand Speed_____

Other Skills_____

WORK HISTORY

Name of Employer	Address & Phone	Your Job	Period of Employment	Why did you leave?

PERSONAL REFERENCE

List three individuals who are willing to attest to your character and ability. Do not include relatives or former employers.

Name	Address and Phone Number	Position

MILITARY SERVICE

Dates of service: From _____ To _____

SPECIAL SKILLS

List machines you are qualified to operate: _____

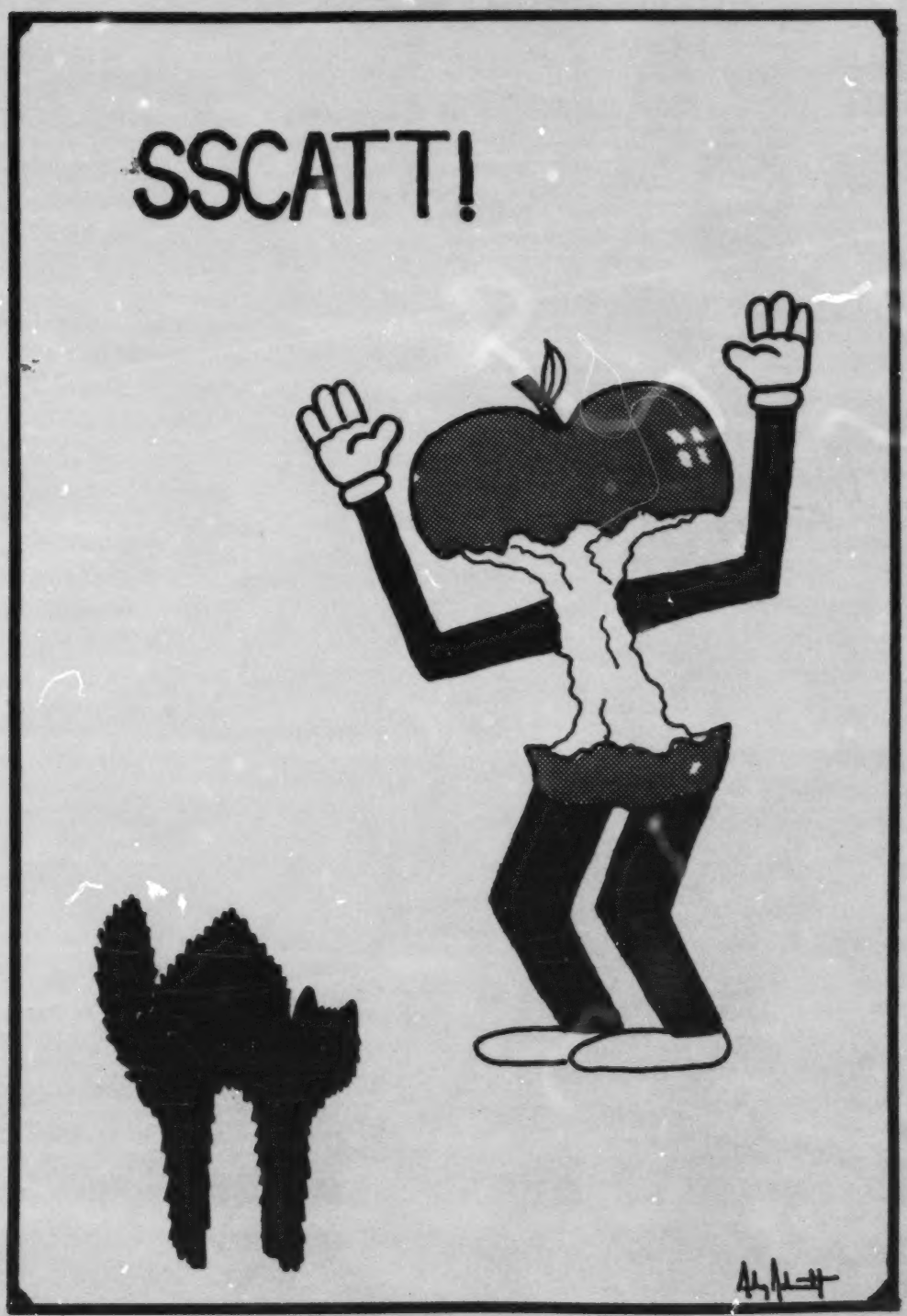
_____

_____

I certify that the above information is true and correct and understand that any misrepresentation is cause for dismissal.

Signed _____

SPELLING



GENERAL INFORMATION

COMPETENCY

Spell most frequently used words

Relates to CA/S-I-1, Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give one of the Posttests on pages 18-21.

Posttest score of 100 percent

TEACHING SUGGESTIONS

Give the Pretest, page 2. Passing Score is 100 percent.

Duplicate a set of student materials (white pages) for each student who is to work on this module.

Have students check each activity listed on page 4 as it is completed.

Keys are at the bottom of all individual activities.

There are two group activities: the Spelling Bee and the Spelling-Go-Round, page 17.

You may tape the Posttests if you wish.

Give one of the four Posttests on pages 18-21. Several posttests are provided so that the instructor may have students repeat the unit if necessary.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

NOTE

The SSCATT method suggested for teaching this module is explained on page 5. The rank and alphabetic listings of the 500 Most Frequently Occurring Words in Written Business Communications are included in this module on pages 6-12. These lists were prepared by Scot Ober in his study "The Basic Vocabulary of Written Business Communication" published in Delta Pi Epsilon Journal, Vol. XXIV, January, 1982, pp. 13-27. The first 250 words of the word list are included in exercises and tests.

ADDITIONAL MATERIALS NEEDED

Tape recorder (optional)

SPELLING PRETEST

DIRECTIONS: Each of the following 20 words is shown in its correct form and two of its common misspellings. Circle the letter in front of the correct spelling.

1. (a) committe
   (b) committee
   (c) comittee

2. (a) business
   (b) busness
   (c) busines

3. (a) personell
   (b) personnel
   (c) personnal

4. (a) equiptment
   (b) equipment
   (c) equipmint

5. (a) avalable
   (b) available
   (c) availible

6. (a) insurance
   (b) insurence
   (c) inserence

7. (a) additionnal
   (b) additional
   (c) additionel

8. (a) jeneral
   (b) general
   (c) genral

9. (a) possible
   (b) posible
   (c) possable

10. (a) development
    (b) developement
    (c) developmint

11. (a) neccessary
    (b) necessary
    (c) necessery

12. (a) recieved
    (b) ricieved
    (c) received

13. (a) compleated
    (b) completed
    (c) cumpleted

14. (a) problims
    (b) problums
    (c) problems

15. (a) procedures
    (b) proceedures
    (c) precedures

16. (a) oppertunity
    (b) oppartunety
    (c) opportunity

17. (a) fenancial
    (b) financial
    (c) financal

18. (a) application
    (b) applacation
    (c) aplication

19. (a) managment
    (b) management
    (c) mangement

20. (a) special
    (b) specail
    (c) speceal

SPELLING PRETEST -- ANSWER KEY

1.	b
2.	a
3.	b
4.	b
5.	b
6.	a
7.	b
8.	b
9.	a
10.	a
11.	b
12.	c
13.	b
14.	c
15.	a
16.	c
17.	b
18.	a
19.	b
20.	a

TITLE Spelling

COMPETENCY Spell most frequently used words

PURPOSE Spelling is important in the business world and is a big part of written communications. Being able to spell correctly will open doors to jobs and will provide you with possibilities for promotions.

LEARNING ACTIVITIES

- ☐ Ask your instructor for the pretest, page 2.
- ☐ Study the first 250 words from the list of 500 Most Frequently Occurring Words in Written Business Communications using the SSCATT method, pages 5-9.
- ☐ Select the correct spelling word in the 20 sentences on the Spelling Worksheet, page 13.
- ☐ Select the misspelled words in each paragraph on the Paragraph Worksheet, page 14.
- ☐ Select the correct spelling words on the 25-word Spelling Worksheet, page 15.
- ☐ Select the correct spelling words on the 10-Word Spelling Worksheet, page 16.
- ☐ Participate in a Spelling Bee, page 17.
- ☐ Select a partner to see who can spell the most correct words in a Spelling-Go-Round, page 17.
- ☐ Ask Instructor for posttest (You will need to score 100 percent on this test.)

Spelling

Student

SSCATT SPELLING DRILL

Study each word on the word list using the SSCATT Method described below. Begin with the first 10 words.

S AY the word aloud.

S PELL the word aloud.

C OPY the word in your handwriting.

A nd

T RACE the word you have written.

T RACE the word again.

After studying the 10 words using the SSCATT Method, ask someone to dictate these 10 words to you and keep a record of words you misspelled; repeat the SSCATT Method for the misspelled words until you can spell each word. If you did not miss any words in the first group of 10, pat yourself on the back, and go on to the next 10 using the SSCATT method again. Continue until you know all the words on this list.

RANK LISTING OF 500 MOST FREQUENTLY OCCURRING WORDS

1	the	51	one	101	make
2	of	52	they	102	first
3	to	53	there	103	school
4	and	54	no	104	per
5	in	55	work	105	enclosed
6	a	56	such	106	after
7	for	57	company	107	its
8	be	58	he	108	committee
9	is	59	information	109	total
10	that	60	office	110	review
11	on	61	each	111	state
12	you	62	some	112	being
13	this	63	us	113	very
14	will	64	but	114	however
15	we	65	more	115	project
16	with	66	service	116	used
17	as	67	system	117	them
18	are	68	do	118	copy
19	have	69	meeting	119	years
20	by	70	made	120	board
21	your	71	me	121	call
22	or	72	shall	122	business
23	at	73	up	123	city
24	I	74	department	124	required
25	our	75	when	125	interest
26	it	76	than	126	now
27	not	77	his	127	personnel
28	from	78	order	128	amount
29	an	79	use	129	know
30	was	80	who	130	above
31	would	81	number	131	could
32	all	82	so	132	equipment
33	if	83	cost	133	policy
34	which	84	during	134	what
35	has	85	following	135	provide
36	any	86	out	136	questions
37	should	87	only	137	available
38	time	88	date	138	need
39	been	89	had	139	insurance
40	please	90	under	140	am
41	these	91	report	141	additional
42	program	92	area	142	day
43	can	93	letter	143	well
44	other	94	plan	144	general
45	year	95	about	145	those
46	may	96	through	146	like
47	were	97	must	147	request
48	new	98	employees	148	control
49	also	99	my	149	data
50	their	100	services	150	management

RANK LISTING OF 500 MOST FREQUENTLY OCCURRING WORDS
(continued)

151	employee	201	costs	251	requirements
152	form	202	students	252	tax
153	sales	203	problems	253	approval
154	most	204	week	254	directors
155	into	205	completed	255	said
156	attached	206	return	256	student
157	possible	207	where	257	working
158	within	208	education	258	without
159	period	209	feel	259	change
160	development	210	prior	260	set
161	part	211	property	261	based
162	over	212	regarding	262	unit
163	upon	213	help	263	again
164	because	214	her	264	hope
165	since	215	plant	265	much
166	necessary	216	programs	266	schedule
167	received	217	include	267	major
168	both	218	material	268	payment
169	present	219	full	269	division
170	staff	220	building	270	support
171	same	221	basis	271	training
172	contract	222	complete	272	appropriate
173	future	223	give	273	get
174	month	224	take	274	she
175	section	225	several	275	until
176	people	226	action	276	given
177	current	227	areas	277	members
178	last	228	changes	278	approved
179	due	229	procedures	279	held
180	many	230	items	280	products
181	further	231	note	281	included
182	corporation	232	case	282	paid
183	rate	233	does	283	course
184	before	234	county	284	end
185	then	235	how	285	proposed
186	line	236	increase	286	room
187	days	237	pay	287	purchase
188	provided	238	problem	288	effective
189	see	239	public	289	list
190	group	240	financial	290	percent
191	special	241	months	291	meet
192	way	242	account	292	planning
193	agreement	243	high	293	did
194	good	244	needs	294	law
195	next	245	subject	295	position
196	contact	246	check	296	appreciate
197	job	247	forward	297	place
198	thank	248	opportunity	298	home
199	center	249	application	299	personal
200	between	250	price	300	production

RANK LISTING OF 500 MOST FREQUENTLY OCCURRING WORDS
(continued)

301	right	351	president	401	performance
302	community	352	decision	402	existing
303	long	353	just	403	funds
304	concerning	354	product	404	outside
305	find	355	construction	405	premium
306	loan	356	second	406	taken
307	study	357	systems	407	college
308	water	358	telephone	408	coverage
309	air	359	believe	409	weeks
310	level	360	budget	410	less
311	records	361	local	411	maintenance
312	approximately	362	audit	412	motion
313	benefits	363	name	413	person
314	commission	364	assistance	414	free
315	hours	365	final	415	result
316	leave	366	health	416	asked
317	continue	367	therefore	417	field
318	life	368	another	418	purpose
319	term	369	look	419	income
320	credit	370	medical	420	operations
321	proposal	371	written	421	question
322	process	372	done	422	discussed
323	back	373	meetings	423	better
324	including	374	page	424	scheduled
325	requested	375	accounts	425	specific
326	while	376	matter	426	incorporated
327	annual	377	balance	427	council
328	plans	378	him	428	fact
329	addition	379	notice	429	national
330	activities	380	want	430	down
331	let	381	bank	431	discuss
332	item	382	here	432	savings
333	receive	383	require	433	either
334	employment	384	stock	434	having
335	materials	385	design	435	conditions
336	off	386	director	436	responsibility
337	manager	387	type	437	university
338	past	388	using	438	submitted
339	quality	389	results	439	various
340	important	390	able	440	event
341	market	391	indicated	441	gas
342	might	392	record	442	term
343	statement	393	faculty	443	wish
344	copies	394	association	444	although
345	soon	395	charge	445	research
346	best	396	every	446	federal
347	individual	397	file	447	involved
348	processing	398	operation	448	organization
349	reports	399	still	449	sent
350	energy	400	engineering	450	keep

RANK LISTING OF 500 MOST FREQUENTLY OCCURRING WORDS
(continued)

451	currently
452	power
453	procedure
454	rates
455	recent
456	site
457	district
458	orders
459	care
460	computer
461	expense
462	test
463	think
464	experience
465	monthly
466	value
467	security
468	units
469	whether
470	accounting
471	needed
472	safety
473	act
474	considered
475	least
476	operating
477	sure
478	come
479	related
480	inventory
481	send
482	below
483	cannot
484	interested
485	member
486	point
487	location
488	response
489	attend
490	determine
491	payable
492	visit
493	forms
494	hospital
495	policies
496	show
497	customers
498	even
499	offer
500	status

ALPHABETIC LISTING OF 500 MOST FREQUENTLY OCCURRING WORDS

a
able
about
above
account
accounting
accounts
act
action
activities
addition
additional
after
again
agreement
air
all
also
although
am
amount
an
and
annual
another
any
application
appreciate
appropriate
approval
approved
approximately
are
area
areas
as
asked
assistance
association
at
attached
attend
audit
available
back
balance
bank
based
basis
be
because
been
before
being
believe
below
benefits
best
better
between
board
both
budget
building
business
but
by
call
can
cannot
care
case
center
change
changes
charge
check
city
college
come
commission
committee
community
company
complete
completed
computer
concerning
conditions
considered
construction
contact
continue
contract
control
copies
copy
corporation
cost
costs
could
council
county
course
coverage
credit
current
currently
customers
data
date
day
days
decision
department
design
determine
development
did
director
directors
discuss
discussed
district
division
do
does
done
down
due
during
each
education
effective
either
employee
employees
employment
enclosed
end
energy
engineering
equipment
even
event
every
existing
expense
experience
fact
faculty
federal
feel
field
file
final
financial
find
first
following
for
form
forms
forward
free
from
full
funds
further
future
gas
general
get
give
given
good
group
had
have
having
has
he
health
held
help
her
here
high
him
his
home
hope
hospital
hours
how
however
I
if

ALPHABETIC LISTING OF 500 MOST FREQUENTLY OCCURRING WORDS
(continued)

in
important
include
included
including
income
incorporated
increase
indicated
individual
information
insurance
interest
interested
into
inventory
involved
is
it
item
items
its
job
just
keep
know
last
law
least
leave
less
let
letter
level
life
like
line
list
loan
local
location
long
look
made
maintenance
major
make
management
manager
many
market
material
materials
matter
may
me
medical
meet
meeting
meetings
member
members
might
month
monthly
months
more
most
motion
much
must
my
name
national
necessary
need
needed
needs
new
next
no
not
note
notice
now
number
of
off
offer
office
on
one
only
operating
operation
operations
opportunity
or
order
orders
organization
other
our
out
outside
over
paid
page
part
past
pay
payable
payment
people
per
percent
performance
period
person
personal
personnel
place
plan
planning
plans
plant
please
point
policies
policy
position
possible
power
premium
present
president
price
prior
problem
problems
procedure
procedures
process
processing
product
production
products
program
programs
project
property
proposal
proposed

ALPHABETIC LISTING OF 500 MOST FREQUENTLY OCCURRING WORDS
(continued)

provide
provided
public
purchase
purpose
quality
question
questions
rate
rates
receive
received
recent
record
records
regarding
related
report
reports
request
requested
require
required
requirements
research
response
responsibility
result
results
return
review
right
room
safety
said
sales
same
savings
schedule
scheduled
school
second
section
security
see
send
sent
service
services
set
several
shall
she
should
show
since
site
so
some
soon
special
specific
staff
state
statement
status
still
stock
student
students
study
subject
submitted
such
support
sure
system
systems
take
taken
tax
telephone
term
terms
test
than
thank
that
the
their
them
then
there
therefore
these
they
think
this
those
through
time
to
total
training
type
under
unit
units
university
until
up
upon
us
use
used
using
value
various
very
visit
want
was
water
way
we
week
weeks
well
were
what
when
where
whether
which
while
who
will
wish
with
within
without
work
working
would
written
year
years
you
your

SPELLING WORKSHEET 1

DIRECTIONS: Circle the correctly spelled word in each of the following sentences. (Cover the key at the bottom of the page while doing the sentences.) Check your answers.

1. The (employes or employees) opposed the strike.
2. (Folloing or Following) the rain, the sun will shine.
3. Please complete the (inclosed or enclosed) form and return it to us.
4. The auditors will (review or reveiw) the report.
5. Ford's (board or baord) of directors voted to refund $500 for new car purchases.
6. Do you know what the current (intrest or interest) rate is?
7. The (ammount or amount) of food distributed was not enough to satisfy the people.
8. Every company was forced to change its hiring (policy or pollicy).
9. I have already submitted my (requist or request) for a vacation.
10. The (atteched or attached) application should be filled in completely.
11. We could not attend the meeting (because or becuze) we had a class that night.
12. The boat drifted (futher or further) than we thought.
13. The group could not reach an (agrement or agreement) on the new plans.
14. (Education or Educatoin) is the key to the future.
15. Let us look at the (property or propety) over by the lake before deciding.
16. Mr. Jones called (reguarding or regarding) his Tuesday appointment.
17. The (materal or material) for your speech is in this folder.
18. The traffic could only inch (forwerd or forward) at the intersection.
19. You will get a pay (encrease or increase) after working here six months.
20. (Sevaral or Several) students will be going to the concert this afternoon.

KEY: employees, Following, enclosed, review, board, interest, amount, policy, request, attached, because, further, agreement, Education, property, regarding, material, forward, increase, Several.

Spelling Student

PARAGRAPH WORKSHEET

DIRECTIONS: Circle the ten misspelled words in each of the following paragraphs. (Cover the key at the bottom of the page while doing the paragraphs.) Check your answers.

Employes from our companie will work on the programm. During the meting of the departmint they will plan the report and order servise informaton. Each one shuld plan a leter with the date and cost of the meetting.

Managment will then require a committe to make a report on the intrest shown on the projekt. When the report is recieved by personel with the minutes of the busness meeting inclosed, a genral bord meeting will be called.

KEY

Employees from our company will work on the program. During the meeting of the department they will plan the report and order service information. Each one should plan a letter with the date and cost of the meeting.

Management will then require a committee to make a report on the interest shown on the project. When the report is received by personnel with the minutes of the business meeting enclosed, a general board meeting will be called.

Spelling Student

25-WORD SPELLING WORKSHEET

DIRECTIONS: Choose the correctly spelled word by circling the word. (Cover the key at the bottom of the page while doing the exercise.) Check your answers.

1.	however	hawevr	14.	arais	areas
2.	controll	control	15.	enclude	include
3.	those	thosse	16.	itims	items
4.	dayta	data	17.	county	countie
5.	seles	sales	18.	publick	public
6.	withen	within	19.	acount	account
7.	period	perod	20.	prise	price
8.	furture	future	21.	problem	problum
9.	befor	before	22.	between	betwen
10.	center	senter	23.	waek	week
11.	feel	fel	24.	building	biulding
12.	proir	prior	25.	doez	does
13.	durring	during			

KEY

1. however
2. control
3. those
4. data
5. sales
6. within
7. period
8. future
9. before
10. center
11. feel
12. prior
13. during
14. areas
15. include
16. items
17. county
18. public
19. account
20. price
21. problem
22. between
23. week
24. building
25. does

Spelling

Student

10-WORD SPELLING WORKSHEET

DIRECTIONS: Choose the correctly spelled word by circling the word. (Cover the key while you are completing the exercise.) Check your answers.

1.	order	ordur
2.	plese	please
3.	buisness	business
4.	company	companie
5.	section	sectoin
6.	servise	service
7.	besis	basis
8.	information	informtion
9.	neds	needs
10.	sistym	system

KEY:

1. order
2. please
3. business
4. company
5. section
6. service
7. basis
8. information
9. needs
10. system

SPELLING BEE

Students form a single line. The first student will be given a spelling word from the list in this unit. If students misspell a word, they will be seated. Those students spelling the word correctly will then go to the end of the line. The last student standing is the winner of this contest.

SPELLING-GO-ROUND

Choose a partner. Take turns giving spelling words to each other and keep track of your partner's misspelled words. The student who spells the most words correctly is the winner. Repeat this activity. The one whose score improves most from the previous score is now the winner.

Spelling Instructor

POSTTEST 1

DIRECTIONS: The following words and sentences may be dictated or taped:

1.	before	Before you leave for the day, turn the lights off.
2.	group	Each group will give a report.
3.	provided	The real estate agency provided me with a list of houses in the area.
4.	students	The students have to elect new officers.
5.	help	Do you need any help to finish the job?
6.	plant	Each class agreed to plant a tree this week.
7.	several	It rained for several days.
8.	action	Do you plan to take any action on the decision.
9.	procedures	Follow all procedures as outlined in the manual.
10.	county	Yuma voted to form a new county.
11.	additional	If you have any additional questions, please contact me.
12.	above	Please order the above supplies.
13.	part	Only part of the shipment was received on time.
14.	since	Since we bought the word processor, we are able to do twice as much work.
15.	completed	We completed the assignment earlier than we thought we would.
16.	future	Please keep th[illegible] forms for future reference.
17.	committee	Which committee will you join?
18.	project	Three students stayed late to finish the project.
19.	board	The school board will not meet this month.
20.	financial	Please type a financial statement this afternoon.
21.	problem	Each problem must be taken care of before going to the next one.
22.	forward	This is a forward-looking organization.
23.	personnel	I have to report to the personnel department for an interview.
24.	application	Please bring the completed application with you.
25.	check	Always check your work before taking it out of the typewriter.

Spelling Instructor

POSTTEST 2

DIRECTIONS: The following words and sentences may be dictated or taped:

1.	number	Please remember to number your answers.
2.	services	Which services will your firm provide?
3.	building	The building committee will be meeting later today.
4.	business	Are you going to major in business?
5.	agreement	We could not reach an agreement on the suggestion.
6.	corporation	The corporation will open a branch office here.
7.	total	The total attendance in class today was 31.
8.	further	There was no need to discuss the ideas further.
9.	complete	Please complete the work by Monday.
10.	education	A good education is important if you want a better job.
11.	full	Our store offers a full range of sporting goods.
12.	changes	Some changes occur without warning.
13.	between	What is the difference between data and information processing?
14.	present	Try to present the new instructions slowly.
15.	regarding	A study regarding hiring practices was done.
16.	month	Is this the month of June?
17.	opportunity	We have an opportunity to attend school free of charge.
18.	increase	An increase in fees will not be necessary this year.
19.	employee	As a new employee, you will have much to learn.
20.	management	Management does not make all the decisions in this company.
21.	information	Write the information on the card.
22.	attached	The attached check will cover the cost of the books.
23.	possible	Is it possible to open the meeting to the public?
24.	department	Go to the payroll department to pick up your check.
25.	staff	The staff held a farewell party for the supervisor.

Spelling Instructor

POSTTEST 3

DIRECTIONS: The following words and sentences may be dictated or taped:

1.	office	When will the office furniture arrive?
2.	meeting	Would you like to attend the meeting with me?
3.	school	Tomorrow will be the last day of school until August.
4.	through	If you go through the canyon, you will see a beautiful valley.
5.	current	Continue to work at the current rate.
6.	contract	We will have to sign the contract by 4:00 this afternoon.
7.	property	Equipment in the room must have a property control number.
8.	material	We need three yards of material to make the garment.
9.	case	Each case will have to be handled differently.
10.	equipment	We will have to replace all the old equipment.
11.	questions	Do you have any questions about this information?
12.	available	How many tickets will be available for the play?
13.	insurance	The agent from the insurance company will be here today.
14.	form	Everyone received a W-2 form.
15.	most	Most of the parking spaces were taken.
16.	period	You must put a period at the end of the sentence.
17.	development	The builders are planning a new housing development.
18.	necessary	It will not be necessary to answer all the questions.
19.	section	On which section of the packet are you working?
20.	Many	Many forests will be closed in July.
21.	received	We received the shipment last night.
22.	contact	Personal contact is important in business.
23.	thank	We wish to thank you for speaking to our group.
24.	prior	They cannot attend because they have a prior appointment.
25.	public	The public is invited to the presentation.

Spelling Instructor

POSTTEST 4

DIRECTIONS: The following words may be dictated or taped:

1.	pay	The officers agreed to pay all new employees 50 cents more.
2.	account	Did you open a charge account at the new store?
3.	subject	The speaker answered all the questions on the subject.
4.	price	We will need to raise the price to keep up with expenses.
5.	programs	Please write programs for the new computer.
6.	includes	The price includes meals.
7.	how	How many members will be attending the meeting?
8.	people	People came to see the equipment display.
9.	enclosed	Enclosed are instructions for operating the machine.
10.	give	Why not give the file clerk a bonus for doing such a good job.
11.	general	The general directions will be explained later.
12.	review	We need to review the information before it is handed out.
13.	request	We would like to request that you attend our banquet.
14.	policy	Each year the policy for hiring high school students will change.
15.	however	The bill will pass; however, all senators must vote on it.
16.	month	Our new office will open a month from today.
17.	within	They were back in the store within a week after the fire.
18.	required	Everyone was required to bring food.
19.	control	Who will control the release of water from the dam?
20.	interest	The board showed absolutely no interest in the idea.
21.	amount	The amount of money deposited will vary from week to week.
22.	days	It took five days for the mail to arrive.
23.	because	Several pages were lost because of the sudden gust of wind.
24.	special	The children planned a special program for their parents.
25.	system	The system has not worked well.

PERSONAL SKILLS

GENERAL INFORMATION

COMPETENCY

Aware of interpersonal skills

Relates to M/M-I-1, Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Score of 90 percent on the posttest.

TEACHING SUGGESTIONS

Interpersonal skills are the most important of all skills needed as an employee. It is, therefore, suggested that all students complete this module.

Duplicate a set of student materials (white pages) for all students.

Have students check each activity listed on page 2 as it is completed.

Keys are included with all activities so students may do self checks.

These units were designed for individual instruction. However, because of the nature of the subject matter, much learning takes place in class discussion and group activity. The following worksheets would be suitable for this approach:

Dependability and Loyalty Worksheet 3, page 9.

Self-Confidence Worksheet 4, page 25.

Courtesy Worksheet 4, page 31.

Grooming Worksheet 2, page 35.

Grooming Worksheet 3, page 37.

Give Posttest, page 38-40.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

TITLE

Personal Skills

COMPETENCY

Aware of Interpersonal Skills

PURPOSE

Since the people you are around "touch your life" and you in return touch theirs, learning the personal skills necessary to get along well with others is vital to you. To have feelings of goodwill and friendship with your co-workers will make you more valuable to your employer and give you a feeling of self-worth. This module will help you to develop these good personal skills.

LEARNING ACTIVITIES

- ☐ Learn about dependability and loyalty, pages 4-5.
- ☐ Complete Dependability and Loyalty Worksheet 1, page 6.
- ☐ Fill in the Dependability and Loyalty Worksheet 2, page 8.
- ☐ Solve the cases on page 9.
- ☐ Learn about honesty and integrity, pages 11-14.
- ☐ Complete Honesty and Integrity Worksheet 1, page 15.
- ☐ Check your own honesty and integrity on page 17.
- ☐ Write your decision to the situations on page 18.
- ☐ Learn about self-confidence, page 20.
- ☐ Complete the Self-Confidence Worksheet 1, pages 21-22.
- ☐ Circle your greatest strengths on page 23.
- ☐ Read about maintaining your self-image, page 24.
- ☐ Do the group activity on worksheet 4, pages 25.
- ☐ Learn about courtesy, page 26.
- ☐ Complete Courtesy Worksheet 1, page 27.
- ☐ Check the correct response on Courtesy Worksheet 2, pages 28-29.
- ☐ Write suggestions on Courtesy Worksheet 3, page 30.
- ☐ Do Courtesy Worksheet 4, page 31.
- ☐ Learn about grooming, pages 32-33.
- ☐ Answer the questions on page 34.

LEARNING ACTIVITIES

- ☐ Solve the cases on page 35.
- ☐ Do the group activities on page 37.
- ☐ Ask your instructor for the Posttest. (You will need a score of at least 90 percent.

DEPENDABILITY AND LOYALTY

Dependability is doing what you say you will do. Dependable people do not agree to do something unless they are certain they can carry it out. It means that peole can trust you and really count on you to do what you say you will do. Learning to say "no" when you really cannot keep a promise is an important part of being dependable. It is much better to refuse than to commit yourself to do something that you will not be able to do.

If you are dependable you will:

1. do what you say you will do.
2. follow the rules.
3. carry your own weight (know your job and perform it well).
4. ask proper questions to be sure you understand what is expected of you.
5. work as a team member--do not take advantage of others.
6. admit your mistakes and work to avoid them in the future.

Being dependable also means that you will be at work on time and you will use your time wisely.

DEPENDABILITY AND LOYALTY
(continued)

Loyalty is a commitment to and belief in the company, the product, the policies, and the personnel. To help you understand what loyalty means, try to put yourself in the employer's place. Ask yourself, "How would I feel about this if I were the owner of this business?" Loyalty means you must be like a friend. Your employer will expect you to stand by when the going gets rough, without being asked. Loyalty means you are part of a team. At times you must keep "business secrets." You may have to refuse to discuss some things even with fellow employees. Being loyal also means going to your supervisor when problems arise. You should not complain to those outside of your work about the problems that occur on the job.

If you are loyal, you will:

1. be interested in the success of your firm.
2. have faith in the products and policies of your company.
3. believe in what you are doing.
4. support your fellow workers.
5. keep business secrets.
6. avoid gossip.
7. try to put yourself in your employer's place.
8. continue to work whether or not the supervisor is present.

If you find that you cannot honestly do the above, you should look for another job.

DEPENDABILITY AND LOYALTY WORKSHEET I

DIRECTIONS: Fill in words that will complete the following sentences. If you do not remember the answers, look back at pages 3 and 4.

1. Dependability is doing what you _____ _____ _____ _____.
2. An important part of being dependable is learning to say _____.
3. _____ is a committment to and belief in the company, product, the policies and _____
4. Try to put yourself in the _____ place.
5. Your employer will expect you to _____ _____ when the going gets rough.
6. You should not _____ to those outside of your work about the problems that occur on the job.

DIRECTIONS: Do the following statements demonstrate dependability and loyalty? Answer yes or no. Circle your response.

Yes No 7. Work as a team member; do not take advantage of others.

Yes No 8. Avoid office gossip.

Yes No 9. Continue to work whether or not the supervisor is present.

Yes No 10. Do not create difficulties for others.

Yes No 11. Do what you say you will do.

Yes No 12. Be interested in the success of your firm only if it will help you advance.

Yes No 13. Ask questions frequently so your employer will know you are interested.

Yes No 14. Discuss business secrets at lunch only with employees of the company.

Yes No 15. Admit your mistakes and work to avoid them in the future.

DEPENDABILITY AND LOYALTY WORKSHEET 1 KEY

DIRECTIONS: Fill in words that will complete the following sentences. If you do not remember the answers, look back at pages 3 and 4.

1. Dependability is doing what you say you will do.
2. An important part of being dependable is learning to say no.
3. Loyalty is a committment to and belief in the company, product, the policies and personnel
4. Try to put yourself in the employer's place.
5. Your employer will expect you to stand by when the going gets rough.
6. You should not complain to those outside of your work about the problems that occur on the job.

DIRECTIONS: Do the following statements demonstrate dependability and loyalty? Answer yes or no. Circle your response.

7. (Yes) No — Work as a team member; do not take advantage of others.
8. (Yes) No — Avoid office gossip.
9. (Yes) No — Continue to work whether or not the supervisor is present.
10. (Yes) No — Do not create difficulties for others.
11. (Yes) No — Do what you say you will do.
12. Yes (No) — Be interested in the success of your firm only if it will help you advance.
13. Yes (No) — Ask questions frequently so your employer will know you are interested.
14. Yes (No) — Discuss business secrets at lunch only with employees of the company.
15. (Yes) No — Admit your mistakes and work to avoid them in the future.

DEPENDABILITY AND LOYALTY WORKSHEET 2

DIRECTIONS: Answer the following questions as honestly as possible.

		ALWAYS	OFTEN	SOMETIMES	NEVER
1.	When you make a decision, are you willing to take responsibility for what happens--good or bad?				
2.	Are you willing to give your own time to meet deadlines?				
3.	Can you do your own work without more than the usual supervision?				
4.	Do you do what needs to be done rather than wait to be told?				
5.	Do you abide by your employer's rules?				
6.	Are you absent from school, work, or from appointments only when necessary?				
7.	Are you on time for work?				
8.	Do you complain behind your supervisor's back?				
9.	Can you be trusted to be a "keeper of secrets"?				
10.	Do you consider yourself a loyal employee?				
11.	Do you say "no" when you know you really cannot keep a promise?				
12.	Do you admit mistakes and try to improve?				
13.	Do you ask proper questions at the right times?				
14.	Do you follow the rules, both written and unwritten?				

Your answers to all questions should be "Always." If you have honestly answered some of them "Usually," see what you can do to move those items over to the "Always" column. If you have answered some "Occasionally or Never", you must make a constant effort to correct those areas. Failure to correct those areas could negatively influence your work situation.

DEPENDABILITY AND LOYALTY WORKSHEET 3

DIRECTIONS: Read the following case studies and answer the questions.

1. An employee could not report for work on time, often telephoning after oversleeping, which was as frequent as two days a week. Neither "kidding" about the tardiness nor talking with the employee about the importance of being prompt brought any improvement. The employee would promise to change, but a few days later would resume the irresponsible behavior.

   A. If work is done efficiently, is it important that an employee be on time every day? Why?

   B. How can the employee be certain to be prompt?

   C. What action should the employer take if the employee continues to be late?

2. A new employee used the last five or ten minutes of each day putting away work and sitting idly at the work area until closing time. Another employee stopped five minutes early and loafed until time to leave. They often commented that it was too late to start any new job.

   A. What kinds of jobs might be saved for times like this?

3. A secretary discovered that another employee was entering the supervisor's office through the back door and looking through the personnel files when the supervisor was away. The secretary spoke to the person about this prying, but it continued. Finally, the secretary spoke to the supervisor.

   A. Should the secretary have told the employer? Why?

   B. What can be done to keep employees from prying?

Check your answers with the key on the next page.

DEPENDABILITY AND LOYALTY WORKSHEET 3 SUGGESTED KEY

DIRECTIONS: Read the following case studies and answer the questions.

1. An employee could not report for work on time, often telephoning after oversleeping, which was as frequent as two days a week. Neither "kidding" about the tardiness nor talking with the employee about the importance of being prompt brought any improvement. The employee would promise to change, but a few days later would resume the irresponsible behavior.

   A. If work is done efficiently, is it important that an employee be on time every day? Why?

      Yes. If you are being given a full day's pay, you must give a full day's work.

   B. How can the employee be certain to be prompt?

      Plan the night before what you are going to wear. Leave home earlier.

   C. What action should the employer take if the employee continues to be late?

      First, talk to the person. If no improvement is made, some kind of penalty should be given such as docking pay or vacation time. Eventually, the person may be fired.

2. A new employee used the last five or ten minutes of each day putting away work and sitting idly at the work area until closing time. Another employee stopped five minutes early and loafed until time to leave. They often commented that it was too late to start any new job.

   A. What kinds of jobs should be saved for times like this?

      Low priority, short jobs, e.g., filling the stapler, straightening up the work area, replenish supplies, filing, delivering information, and getting specific materials and supplies for the next day's work

3. A secretary discovered that another employee was entering the supervisor's office through the back door and looking through the personnel files when the supervisor was away. The secretary spoke to the person about this prying, but it continued. Finally, the secretary spoke to the supervisor.

   A. Should the secretary have told the employer? Why?

      Yes. This is what loyalty means.

   B. What can be done to keep employees from prying?

      Lock up confidential records; improve employee morale so that prying will not be necessary.

HONESTY AND INTEGRITY

Personal honor refers to a person's honesty and integrity. How important is your personal honor? Are you willing to say and do what you think is right -- no matter what? Would you be willing to set aside your honor for some type of personal gain? Where do you stand?

INTEGRITY

Your integrity involves the overall quality of your moral character. Specifically, to possess **integrity** means to stick to an established set of personal ethics. **Ethics** are the basic principles by which you live--the personal rules which guide your behavior. Your ethics provide you with your sense of "right" and "wrong" and serve to keep you on the right track.

Adapted from Personal Development, Lap 19, IDECC, The Ohio State University, 1981.

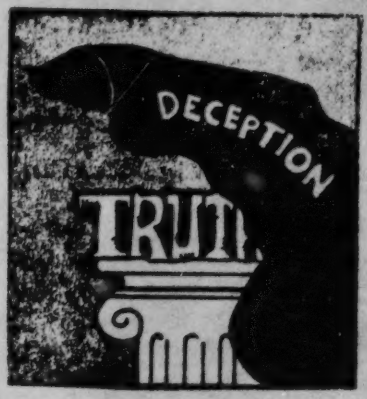
HONESTY AND INTEGRITY
(continued)

HONESTY

Honesty is one of the most important personal traits that all employees can possess. If you are honest, you are truthful.

A. TRUTH

In order to be honest, you must tell the truth.



B. FALSEHOOD

A lie is a false statement made for the express purpose of misleading. To lie is to deny the truth--there can be no lie without truth. Errors are not lies. Telling a lie is considered to be unacceptable.

WHAT TO EXPECT

Always remember that you have the freedom to choose between telling the truth and telling a lie--between acting ethically or unethically. If you decide to tell a lie, it will be a conscious effort on your part. YOU MUST BE READY TO ACCEPT THE RESPONSIBILITY.

A. Second chances are rarely given to those discovered to be dishonest or unethical. Once trust is broken, it is difficult to restore. This is particularly true in business.

HONESTY AND INTEGRITY
(continued)

B. Behaving in a deceitful manner, such as exaggerating, can cost you the loyalty of the people around you. It is a good way to become friendless.

C. How strongly a person reacts to your deception will vary according to the person's character and the nature of the lie.

D. If your lie is malicious (intended to harm) and people know it, they will react very negatively. To many, this is the worst kind of lie.

E. The more people see your lie as being intended for personal gain, the more negatively they will react. The more gain involved, the more serious the lie.

GUIDELINES FOR INTEGRITY

I. Be truthful to others!
Yes, Mr. Rawlins, I forgot to reorder the adding machine tapes
II. Do not mislead those who rely upon you!
Go ahead and go home early, Janie. I don't think you'll get in trouble.
!
III. Don't blame others for your mistakes!
Margaret didn't offer to help me and that's why I didn't finish the report!
IV. Give credit where it is due!
Gee thanks, but the idea was originally Maria's. She should get the praise!
V. Respond honestly to proper questions about the dishonesty of another.
What do you know about this problem, Allen?
Well, Derek did tell me that he had altered his time sheet, Ms. Ramirez.
VI. Pay all debts promptly!
Let me repay you that $5 now, before I forget!
VII. Give a fair effort for your pay!
It's almost 5 P.M. I guess I should try to finish this job. After all, I'm getting paid for it aren't I?

HONESTY AND INTEGRITY WORKSHEET I

DIRECTIONS: Write the correct letters in the blanks. If you are not sure of the answer, you may check through the reading material on pages 11-14 to find them.

1. To possess i ___ g ___ means to stick to an established set of personal standards.
2. E ___ i ___ are the basic principles by which you live.
3. If you are ___ n _ s _, you are fair, genuine, and honorable.
4. ___ u _ h is unquestioned or accepted fact.
5. A lie is a false statement made for the express purpose of m _ sl ___ g.
6. You always have the f ___ d ___ to choose between honesty and dishonesty.
7. Second _ h ___ c ___ are rarely given to persons found to be dishonest.
8. Being deceitful is a good way to end up be fr ___ n ___.
9. People react very negatively to lies designed for m ___ i ___ o ___ purposes.
10. In general, the more personal ___ a ___ involved, the more serious the lie.
11. You should not ___ s _ e _ d those who rely upon you.
12. Always give c ___ d ___ where it is due.
13. Do not ___ a _ e others for your mistakes.
14. Pay all debts _ r ___ p ___ y.
15. Give a fair e ___ o ___ for your pay.

HONESTY AND INTEGRITY WORKSHEET 1 KEY

DIRECTIONS: Write in the correct letters in the blanks. If you are not sure of the answer, you may check through the reading material on pages 11-14. to find them.

1. To possess INTEGRITY means to stick to an established set of personal standards.
2. ETHICS are the basic principles by which you live.
3. If you are HONEST, you are fair, genuine, and honorable.
4. TRUTH is unquestioned or accepted fact.
5. A lie is a false statement made for the express purpose of MISLEADING.
6. You always have the FREEDOM to choose between honesty and dishonesty.
7. Second CHANCES are rarely given to persons found to be dishonest.
8. Being deceitful is a good way to BE FRIENDLESS.
9. People react very negatively to lies designed for MALICIOUS purposes.
10. In general, the more personal GAIN involved, the more serious the lie.
11. You should not MISLEAD those who rely upon you.
12. Always give CREDIT where it is due.
13. Do not BLAME others for your mistakes.
14. Pay all debts PROMPTLY.
15. Give a fair EFFORT for your pay.

HONESTY AND INTEGRITY WORKSHEET 2

DIRECTIONS: Check your own honesty and integrity. Indicate how much you think each statement applies to you, using the following scale.

KEY

A = Always applies to me
F = Frequently applies to me
S = Sometimes applies to me
R = Rarely applies to me
N = Never applies to me

CIRCLE YOUR RATING

	Personal Behavior	My Rating				
1.	I am truthful to others.	A	F	S	R	N
2.	I mislead those who rely upon me.	A	F	S	R	N
3.	I blame others for my mistakes.	A	F	S	R	N
4.	I give credit where credit is due.	A	F	S	R	N
5.	I pay all my debts promptly.	A	F	S	R	N
6.	I give a fair effort for my pay.	A	F	S	R	N

List the areas in which you plan to improve your behavior.

_____

_____

_____

HONESTY AND INTEGRITY WORKSHEET 3

DIRECTIONS: Read through the situations below. Write your decision as to what you would do in each situation.

1. A friend has asked you if she can borrow $5 for her lunch from the club dues that you have collected. She says, "I'll pay it back before I leave school today!"

2. You and a friend are unpacking a carton of greeting cards for an FBLA fundraising project. Several boxes of cards have been damaged. The friend says to you, "Let's take these home! No one will want to buy these damaged boxes."

3. The store's copy of the sales slip that you just made is missing. A fellow employee tells you to make out another one.

4. A fellow employee calls you on the phone at work and asks you to "punch him in" on the time clock. He says that he will work through his break to make up the time.

Check your decisions with those suggested on the next page.

HONESTY AND INTEGRITY WORKSHEET 3
(continued)

SUGGESTED DECISIONS

1. Explain politely that you are responsible for the money you have collected for club dues and are unable to loan her the money. If you have $5 of your own that you would care to lend her, this would be acceptable.

2. Nothing should be taken without permission from the FBLA sponsor. The greeting cards actually belong to the members of FBLA and should be handled as the organization sees fit. It is possible that the damaged boxes will be returned to the company or sold at a reduced cost.

3. If you do not know the policy for noting that a sales slip is missing, check with your supervisor. Each business will have its own policy for handling this situation. It is dishonest to write another sales slip to replace the missing slip.

4. Explain to the fellow employee that the rules state that each of you must "punch in" personally. Explain further, politely, that you will not "punch him in" as you will have a guilty conscience. The employee who is late should speak to the supervisor and make up the time during the break.

SELF-CONFIDENCE

SELF-IMAGE

Self-image refers to what you see and think of yourself. It involves the roles you play, your personality traits, your physical appearance, and skills and abilities.

Hello, Sue! Why..... look at you! You're a young woman, you're an American Indian, you're a daughter, you're a cashier, you're a jogger, you're smart, You're ME!

Your self-image may include such roles as friend, student, employee, daughter/son, brother/sister, or FBLA/PBL member. These roles can be different for each of us and can change as we grow older.

Self-image also includes the personal traits you possess such as creativity, industriousness, honesty, initiative, and flexibility.

Your self-image also involves how you think you look. Are you tall? Slim? Do you have freckles? Do you wear glasses? How do you feel about the way you look?

Finally, the skills and abilities which you possess affect your self-image. Do you think you are a good swimmer? An avid reader? A talented writer? Such things are a big part of your self-image.

SELF-CONFIDENCE

Self-confidence means you have a firm belief in yourself. People with self-confidence think they are valuable and worthwhile. People who are not confident have self-doubts.

People with self-confidence are usually good at learning new skills. they are better able to face failures—they bounce back and keep trying.

Pages 19 to 24 adapted form Personal Development, Lap 12, IDECC, The Ohio State University, 1981.

SELF-CONFIDENCE WORKSHEET I

DIRECTIONS: This rating sheet measures your current level of self-confidence and serves as a gauge of your progress in building more self-confidence. It is important to YOU to clearly understand all statements and be completely honest in your scoring if you are to obtain a meaningful rating. It is also necessary that you answer these statements according to how you actually FEEL or BEHAVE, rather than how you "think you should" feel or behave.

Rate yourself using the numbers from the scale below. Place the number that agrees with your response in the blank beside each statement.

SCALE

0 = never
1 = sometimes
2 = about half of the time
3 = most of the time
4 = always

SELF-CONFIDENCE STATEMENTS		RATING
1.	I think that I am as good as anyone else	_____
2.	I am free of guilt and shame	_____
3.	I am a carefree and happy person	_____
4.	I have no need to prove I am as good as or better than others.....	_____
5.	I do not have a strong need for people to like what I do or to pay attention to me	_____
6.	Losing does not upset me	_____
7.	I am friendly and warm toward myself	_____
8.	I do not believe others are better than I am because they are more popular, have more money, or can do things better	_____
9.	I make friends easily and am at ease with strangers	_____
10.	I make known my likes, dislikes, and ideas	_____
11.	I do not believe I must always please others	_____

SELF-CONFIDENCE WORKSHEET 1
(continued)

SELF-CONFIDENCE STATEMENTS (continued)

		Rating
12.	I do not need praise to feel good about myself	_____
13.	I am not hurt by the attitudes and opinions of others	_____
14.	I do not find fault with my family, friends, or others	_____
15.	I am not afraid of letting people see the "real me."	_____
16.	I am thoughtful, friendly, and generous toward others	_____
17.	I do not blame my problems and mistakes on others	_____
18.	I enjoy being alone	_____
19.	I feel no need to defend what I do, say, or think	_____
20.	I do not feel "put down" when criticized	_____
21.	I admit my mistakes and defeats without feeling ashamed.....	_____
22.	I accept compliments and gifts without needing to give something in return or feeling uncomfortable	_____
23.	I do not need others to agree with me	_____
24.	I do not brag about myself	_____
25.	I do not brag about my family	_____

Total Rating _____

To find your current level of self-confidence, add the ratings of all self-confidence statements. The range of ratings is from 1 to 100. Excellent self-confidence is shown by a rating of 95 or more. Any rating below this indicates need for improvement. A rating of 50 or less indicates a critical lack of self-confidence.

You now have a starting place for developing better self-confidence. Work on improving one area at a time so that your self-confidence rating will be at a higher level by the end of the school year.

Adapted from Lilburn S. Barksdale, President, The Barksdale Foundation, Idyllwild, CA 92349.

SELF-CONFIDENCE WORKSHEET 2

DIRECTIONS: Circle 10 traits that you consider to be your greatest strengths.

I LIKE MYSELF BECAUSE I AM...

friendly
healthy
assertive
good at communicating
ambitious
diligent
grateful
taking action
interested in my job
generous
open-minded
happy
resourceful
proud
gifted
considerate
mature
gracious
content

courteous
well-groomed
energetic
concerned for others
organized
sensitive
expressive
self-confident
aware of limitations
caring
loving of others
soft-spoken
quiet
hopeful
eager
sincere
attentive
humble
loyal

honest
persistent
enthusiastic
committed to self-improvement
self-motivated
creative
agreeable
persuasive
in control of my emotions
supportive
warm
forgiving
witty
tolerant
patient
cheerful
discerning
thorough
thrifty

attractive
optimistic
understanding
striving for excellence
a good manager
orderly
dependable
interested in school
good at speaking before groups
calm
fair
intelligent
peaceful
gentle
decisive
punctual
wise
well-dressed

1. _____
2. _____
3. _____
4. _____ _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SELF-CONFIDENCE WORKSHEET 3

MAINTAINING YOUR SELF-IMAGE

When your self-confidence is low, increase it by doing one or more of the following:

1. Call a close, trusted friend and say, "I am feeling _____, I need you to tell me that I am OK."
2. Go off by yourself for an hour or two, or three, or more . . . to "get yourself together." Take along something to read that inspires you and picks you up.
3. Recall positive feedback that you have recently received from others (compliments, etc.).
4. Engage in an activity at which you are good --for example, tennis, chess, music, etc.
5. Get a new hairstyle or buy a new article of clothing.
6. Your Choice!! What have you done before to raise your self-image? Do it now!

When you are feeling better, try to find out why you felt so bad. What caused it? Were you expecting others to act the way you would act, and they didn't? Did you use the words "should," "ought," or "must"? Were you imposing your values or opinions on them? If you get in the situation again, how will you handle it? If you draw a blank and can't think of a better way to handle it next time, speak to a friend, counselor, parent, teacher, or someone else whom you trust. Ask them how they would handle it.

LESLIE!! Didn't you see Bill and me carrying in this shipment from the truck? You could've AT LEAST held the door open for us!!
Next time I'll keep my eyes open and offer to help... then maybe I won't feel so bad. Boy, was I embarrassed!

SELF-CONFIDENCE WORKSHEET 4

Divide the class into groups of four or five. Group students with others with whom they feel comfortable. Each group is to focus on one person at a time, expressing at least ten strengths they see. The person receiving the feedback should remain silent until the group has finished. Have the group choose one member to record the strengths as they are given. You may want to give examples of the types of strengths and positive statements that can be made. Caution that no "put down" statements are allowed. Only strengths and other positive statements are to be shared.

When all groups are finished, ask students to discuss how they felt when giving and receiving the positive comments. Was it easier to give or receive? Why?

Also, consider having students request their parents or guardians list the strengths they see. To reinforce the activity, this list could be added to that which is collected in class.

COURTESY

Courtesy is showing respect for others; it is the ability to make other people feel at ease. It means showing good manners or polite behavior. it may be a courteous act or expression. Courtesy is doing more than is required, that little "extra."

If you practice courtesy, it soon becomes a habit--a habit that will help you succeed. You will do better on the job if your "courtesy is showing."

By developing the qualities discussed below, you will not only be improving yourself, but you will also be helping the business where you work run more smoothly.

Understanding. Understanding is thinking of others, not just yourself. Consider the fact that because people are people, we all react differently. When a problem arises, you should try to understand why someone may have acted that way.

Tolerance. Tolerance is learning to accept the behavior of others even though you may not agree with it. When they do things that annoy you, learn to accept their actions and ignore anything that does not interfere with your job performance.

Appreciation. When someone does something to help you, do not be afraid to show that you appreciate what has been done. A simple "thank you" goes a long way.

Congeniality. A congenial person is pleasant with co-workers. Even though you may be tired or having a bad day, do not "take it out" on everyone else at work. You should learn to accept the fact that problems are a part of everyone's daily life.

Compatability. Understanding other people's actions, "putting up" with people with whom you work, appreciating what others do for you, and being agreeable with your co-workers are all part of being compatible. Compatability means that you can enjoy working with people even though they may have different attitudes, ideas, interests, or abilities.

Good Manners. Many people feel that there should be rules for behavior. These rules are called good manners. They are simply another way of being nice or showing courtesy and respect for others. Saying "please" and "thank you," using the name of the person to whom you are speaking, and not interrupting when others are speaking are all considered good manners.

You show courtesy when:

1. you think of the other person.
2. you do not let annoying habits of others bother you.
3. you say "please" and "thank you."
4. you are pleasant with others even if you are having a bad day.
5. you enjoy working with others even if they are "different" from you.
6. you make other people feel at ease.
7. you show respect for others.

COURTESY WORKSHEET I

DIRECTIONS: In your own words, write a short paragraph defining what courtesy and respect for others mean to you.

_____

_____

_____

_____

_____

DIRECTIONS: List three things you can do to show courtesy.

1. _____
2. _____
3. _____

KEY

Answers will vary.

COURTESY WORKSHEET 2

DIRECTIONS: This worksheet will help you determine if you have annoying habits. Make a check mark in the appropriate space.

ARE YOU ANNOYING? Do you have a habit of:

		YES	SOMETIMES	NO
1.	Scratching your head	___	_____	___
2.	Sniffing instead of blowing your nose	___	_____	___
3.	Pulling at your clothing (especially when skirt or trousers are too short or neckline is too low)	___	_____	___
4.	Tapping with fingers or pencil	___	_____	___
5.	Swinging your leg	___	_____	___
6.	Biting fingernails or chipping polish	___	_____	___
7.	Humming, whistling, or singing when others are concentrating	___	_____	___
8.	Sighing noisily in obvious disgust	___	_____	___
9.	Picking your teeth	___	_____	___
10.	Raising your eyebrow in obvious disgust	___	_____	___
11.	Coughing or sneezing without covering your mouth	___	_____	___
12.	Snapping gum and blowing bubbles	___	_____	___
13.	Whispering when others are speaking	___	_____	___
14.	Playing with jewelry	___	_____	___
15.	Applying makeup or combing hair in public	___	_____	___
16.	Getting too close to people when speaking to them	___	_____	___
17.	Interrupting when someone else is talking	___	_____	___

COURTESY WORKSHEET 2
(continued)

		YES	SOMETIMES	NO
18.	Giggling at inappropriate times	___	_____	___
19.	Blinking eyes constantly.....	___	_____	___
20.	Frequent yawning	___	_____	___

The habits listed above can be very annoying to those working with you. If you have any of these annoying habits, work to overcome them.

COURTESY WORKSHEET 3

DIRECTIONS: Courtesy has been described as doing the "little extras" that are not required. Write suggestions for at least three of the following situations telling what "little extras" would change acceptable behavior to courteous behavior.

1. Jennifer was asked by an elderly person using crutches how to get to the credit department. Jennifer gave this person very clear directions to the elevator and indicated on what floor the credit department was located.

2. Tim saw a small child walking around in the toy department. He did not see the mother or father, but since the child was not crying, he assumed that the child was not lost.

3. Without greeting them, John sat down with co-workers during coffee break.

4. George was using the copy machine. A secretary walked in with one paper that obviously needed to be copied. George smiled and said he would be finished in about five minutes.

5. Jamie was carrying several large boxes back from the storage room. Berta opened the door for Jamie.

COURTESY WORKSHEET 4

DIRECTIONS: As oral directions to the class, say: "Courtesy has been described as doing the 'little extras' that are not required. Write suggestions for at least three of the following situations telling what 'little extras' would change acceptable behavior to courteous behavior."

1. Jennifer was asked by an elderly person using crutches how to get to the credit department. Jennifer gave this person clear directions to the elevator and indicated on what floor the credit department was located.

   Jennifer could have walked to the elevator with the elderly person, since it is often difficult to get into an elevator while using crutches.

2. Tim saw a small child walking around in the toy department. He did not see the mother or father, but since the child was not crying, he assumed that the child was not lost.

   Tim could have kept an eye on the small child until an adult returned, or he could have talked with the child for more information.

3. Without greeting them, John sat down with co-workers during coffee break.

   John could have greeted each person in the group by name or at least have said "Good Morning Everyone."

4. George was using the copy machine. A secretary walked in with one paper that obviously needed to be copied. George smiled and said he would be finished in about five minutes.

   George could have offered to make the one copy and then continued with his longer project.

5. Jamie was carrying several large boxes back from the storage room. Berta opened the door for Jamie.

   Berta could have offered to carry part of the load.

GROOMING

Being attractive does not mean being a raving beauty or a handsome prince, nor does it require a large budget for clothes. It means only being neat and clean and making the most of your best features. The way you groom yourself affects the impression you make on others and on your self-confidence.

Appearance is determined by the following:

Health — It is a good idea to have a physical checkup at least once a year. Also, you should have regular dental checkups and eye examinations. Use of tobacco, alcohol, and drugs can cause health problems.

Sleep and Diet — Proper sleep and diet are basic to good health. Most young people need seven to eight hours sleep to keep minds alert, bodies refreshed, and dispositions balanced. Poor eating habits can cause health problems. Be sure to include in your diet items from each of the four food groups: (1) dairy products, (2) meat, (3) bread and cereal, and (4) vegetables and fruit.

Exercise — Physical exercise of some kind makes a great difference in how you feel and look.

Posture — Walk in a smooth, confident manner without calling attention to yourself. Poor posture can cause physical problems and can also create a poor impression of yourself on others. Always stand, sit, and walk tall; never slump.

Daily Care — Daily baths or showers, frequent shampoos, and the regular use of deodorants, toothpaste, and mouthwash are important.

Clothing — Good grooming begins with keeping your clothing clean. Clothes must be cleaned after each wearing. Each night, look for ripped seams and hems and missing buttons or snaps. Repair before wearing. Shoes must be clean, polished, and repaired.

Hand Care — Keep hands and nails clean. Do not chew fingernails. Use lotion regularly. Check your diet if your nails break easily.

Hair Styles — Hair must be styled in a simple, becoming way. Long hair should be kept out of the eyes.

GROOMING
(continued)

A woman should wear makeup that is tastefully applied to accent her natural beauty. Special glamour makeup should be saved for those special (after five o'clock) occasions.

Colognes or perfume should be applied sparingly so they are not offensive to others. Men should be clean shaven every day. If a man wears a beard or mustache, it should be trimmed.

Dress

Clothes should be more than clean; they should be appropriate to job conditions. For women, party dresses, tight sweaters, extremely short skirts, see-through blouses, or low-necked dresses are considered in poor taste on the job. For men, shorts, jogging outfits, undershirts, or beach wear are not appropriate for the job. Remember clothing appropriate for the lake, creek, or river is not suitable for the job. If you are in doubt about appropriate clothing, ask someone who can help you. Plan your matching clothes the night before in order to avoid being rushed in the morning.

A person is well groomed when the:

1. body (skin, teeth, hair) is clean and free from odor.
2. shoes, socks, or hose are clean and well kept.
3. clothes are fresh, spotless, and well fitting.
4. attire is suitable for the job.

GROOMING WORKSHEET 1

DIRECTIONS: Answer the questions listed below honestly.

	ALWAYS	OFTEN	SOMETIMES	NEVER
1. I bathe daily.				
2. I use deodorant daily.				
3. I shampoo frequently.				
4. My hairstyle is becoming.				
5. My face is always clean.				
6. I use cologne, perfume, or aftershave lotion that is mildly scented.				
7. My hands and nails are always clean.				
8. I visit my dentist regularly and keep my mouth and teeth clean.				
9. The clothing I wear is always clean.				
10. I keep my shoes clean, polished, and repaired.				
11. I check my clothes for stains, rips, and missing buttons.				
12. I stand, sit, and walk tall.				
13. My diet includes foods from the basic four food groups.				
14. I get seven to eight hours sleep each night.				
15. I exercise daily.				

Your answers to all 15 questions should be "Always." If you answered some of them "Usually," see what you can do to move those items over to the "Always" column. If you answered some "Occasionally" or "Never," you should start a concentrated program to correct those areas. Failure to correct those areas could influence your work success.

GROOMING WORKSHEET 2

DIRECTIONS: Choose any three of the following cases. Then write your answers to the questions:

1. John is a typist in a small office. There is no air conditioning. On a particularly warm day, the supervisor moves the desk quite a distance away from John's desk. Should John be offended? If you were John, would you say anything to your supervisor? If so, exactly what would you say?

2. Do you think a person's weight is part of the grooming requirement? If you were overweight for your height, what additional grooming steps would you need to take?

3. When you leave school and begin your career in the business world, what changes will you make in your present clothing? Will you need as many "fun" clothes?

4. Describe in detail appropriate dress and proper grooming when you are going for an interview.

5. Make a checklist of duties (that you could post on your closet door) to be done regularly in order to maintain a neat, clean, workable wardrobe.

GROOMING WORKSHEET 2 KEY

DIRECTIONS: Choose any three of the following cases. Then write your answers to the questions.

Student answers may vary, but should include some of these points.

1. John is a typist in a small office. There is no air conditioning. On a particularly warm day, the supervisor moves the desk quite a distance away from John's desk. should John be offended? If you were John, would you say anything to your supervisor? If so, exactly what would you say?

   Yes, John should consider the possibility of body odor. John could quietly (and at an appropriate time) ask the supervisor if his deodorant is effective. He should not be offended whether the answer is "yes" or "no." It is necessary for some people to change their brand of deodorant more often than others. If you have body odor that cannot be stopped by frequent bathing and use of a deodorant, see a doctor.

2. Do you think a person's weight is part of the grooming requirement? If you were overweight for your height, what additional grooming steps would you need to take?

   You would need to be more conscious of fabrics and styles that have a slimming effect. In some cases, it is necessary to be conscious of cleanliness and body odors. Exercise and diet should also be part of one's routine when overweight. Consult a doctor before you begin any strenuous exercise or diet program.

3. When you leave school and begin your career in the business world, what changes will you make in your present clothing? Will you need as many "fun" clothes?

   You will need more conservatively styled clothes (jackets, shirts or blouses, skirts or slacks, and dresses or suits). You will not need as many "fun" clothes. (Answers will vary depending on the age of the students and present styles.)

4. Describe in detail appropriate dress and proper grooming when you are going for an interview.

   The outfits described in #3 would be appropriate. Students should be sure to wear hose or dark socks and conservatively styled shoes. Hairstyle should be simple. Little or no cologne or shaving lotion should be used.

5. Make a checklist of duties (that you could post on your closet door) to be done regularly in order to maintain a neat, clean, workable wardrobe.

   Suggestions: Check clothes before hanging them up for: buttons, odors, stains, rips, belt loops, hems, and wrinkles. Check shoes for scuff marks and run down heels. Use padded hangers. Organize closet by outfits.

GROOMING WORKSHEET 3

Class Activities

1. Divide class into pairs or small groups. Ask each group to prepare a collage of proper dress for the job.

2. Ask each member of the class to bring pictures from magazines, catalogs, and newspapers of proper dress as well as improper dress for the job. Lead a class discussion concerning the pictures.

3. Plan a "Dress for the Job" day. Ask students to dress for the job one or more times during the school year.

POSTTEST

DIRECTIONS: Write the letter for the best answer in the blank at the left.

_____ 1. When your self-confidence is high, you usually believe that you are a(n) _____ person.
   a. aggressive
   b. unimportant
   c. valuable
   d. witty

_____ 2. A positive self-image is often accompanied by:
   a. achievement.
   b. conceit.
   c. failure.
   d. insecurity.

_____ 3. In general, people judge your personal honor on the basis of your:
   a. appearance.
   b. behavior.
   c. education.
   d. occupation.

_____ 4. The basic principles by which you live are referred to as:
   a. ethics.
   b. interests.
   c. needs.
   d. traits.

_____ 5. Lies are statements made for the express purpose of _____ someone.
   a. deceiving
   b. harming
   c. persuading
   d. sparing

_____ 6. Second chances are _____ given to people found to be dishonest.
   a. frequently
   b. occasionally
   c. rarely
   d. never

POSTTEST
(continued)

_____ 7. Generally, trust is _____ to restore.
- a. easy
- b. difficult
- c. impossible
- d. none of these

_____ 8. When asked about the dishonest behavior of someone else, you should:
- a. lie to protect the other person
- b. refuse to answer
- c. tell the truth
- d. none of these

_____ 9. Always give a fair _____ for your pay.
- a. interest
- b. concern
- c. effort
- d. limit

_____ 10. Courtesy is the ability to:
- a. make other people like you.
- b. make other people feel at ease.
- c. flatter your fellow workers and employers.
- d. permit other people to take advantage of you.

_____ 11. Your appearance and performance on the job can be affected by:
- a. sleep, diet, and use of drugs.
- b. exercise and posture.
- c. all of these.
- d. none of these

_____ 12. You should always ask questions:
- a. when it will take a little longer to look it up than to ask
- b. rather than think it through logically
- c. to get the supervisor's attention
- d. to avoid having to do a job over again

_____ 13. If you are loyal, you will:
- a. be interested in the success of the firm
- b. not discuss business secrets
- c. try to put yourself in your employer's place
- d. all of these

_____ 14. If you are dependable you will:
- a. do what you say you will do
- b. never admit your mistakes
- c. always ask someone else to help you with your work
- d. remember that rules are made to be broken

POSTTEST
(continued)

_____ 15. If you are courteous, you will:
- a. comb your hair in public so you will look nice
- b. remind others when they make mistakes
- c. break into a conversation of two employees
- d. none of these

_____ 16. Which of the following are examples of dependability?
- a. Telling your supervisor that you believe you can get a letter out by 5 p.m. even if you think you may not be able to do it.
- b. Calling in sick on Friday because you know you won't do a good job at work.
- c. Working overtime to finish a project, even though the supervisor left early to play golf.
- d. None of these

_____ 17. Which of the following are examples of loyalty to your employer?
- a. Volunteering to put the postage on the outgoing mail so you can include a personal letter now and then.
- b. Telling your best friend about the problems at work in order to relieve your frustration.
- c. Making up a good excuse for not staying when the supervisor asks you to work overtime.
- d. None of these.

_____ 18. In general, people first judge your personality on the basis of your:
- a. education
- b. occupation
- c. heredity
- d. appearance

_____ 19. If you develop good grooming habits, it may:
- a. help you be on time to work
- b. improve your self-confidence
- c. help you get a promotion
- d. all of these

_____ 20. Which of the following would be acceptable business attire?
- a. Clean, pressed Levis; sandals without hose or socks; and simple blouse or shirt.
- b. Matching skirt and blouse or slacks and shirt; conservative shoes; and socks or hose.
- c. Brightly colored top or shirt, matching shorts, and jogging shoes.
- d. all of these

POSTTEST KEY

DIRECTIONS: Write the letter for the best answer in the blank at the left.

C 1. When your self-confidence is high, you usually believe that you are a(n) _____ person.
   a. aggressive
   b. unimportant
   c. valuable
   d. witty

A 2. A positive self-image is often accompanied by:
   a. achievement
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   b. harming
   c. persuading
   d. sparing

C 6. Second chances are _____ given to people found to be dishonest.
   a. frequently
   b. occasionally
   c. rarely
   d. never

B 7. Generally, trust is _____ to restore.
   a. easy
   b. difficult
   c. impossible
   d. none of these

POSTTEST KEY
(continued)

C 8. When asked about the dishonest behavior of someone else, you should:
   a. lie to protect the other person
   b. refuse to answer
   c. tell the truth
   d. none of these

C 9. Always give a fair _____ for your pay.
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   b. concern
   c. effort
   d. limit

B 10. Courtesy is the ability to:
   a. make other people like you
   b. make other people feel at ease
   c. flatter your fellow workers and employers
   d. permit other people to take advantage of you

C 11. Your appearance and performance on the job can be affected by:
   a. sleep, diet, and use of drugs
   b. exercise and posture
   c. all of these
   d. none of these

D 12. You should always ask questions:
   a. when it will take a little longer to look it up than to ask
   b. rather than think it through logically
   c to get the supervisor's attention
   d. to avoid having to do a job over again

D 13. If you are loyal, you will:
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   b. not discuss business secrets
   c. try to put yourself in your employer's place
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A 14. If you are dependable you will:
   a. do what you say you will do
   b. never admit your mistakes
   c. always ask someone else to help you with your work
   d. remember that rules are made to be broken

D 15. If you are courteous, you will:
   a. comb your hair in public so you will look nice
   b. remind others when they make mistakes
   c. break into a conversation of two employees
   d. none of these

POSTTEST KEY
(continued)

C 16. Which of the following are examples of dependability?
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- c. Working overtime to finish a project, even though the supervisor left early to play golf.
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- a. Volunteering to put the postage on the outgoing mail so you can include a personal letter now and then.
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- c. Making up a good excuse for not staying when the supervisor asks you to work overtime.
- d. None of these.

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- a. help you be on time to work
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- c. help you get a promotion
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- a. Clean, pressed Levis; sandals without hose or socks; and simple blouse or shirt.
- b. Matching skirt and blouse or slacks and shirt; conservative shoes; and socks or hose.
- c. Brightly colored top or shirt, matching shorts, and jogging shoes.
- d. all of these

JOB-KEEPING SKILLS

GENERAL INFORMATION

COMPETENCY

Aware of job-keeping skills such as promptness, adaptability, and positive attitude.

Relates to HR-I-2 of Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give the posttest on page 27.

Posttest score of 80 percent

TEACHING SUGGESTIONS

Employers surveyed said that interpersonal skill are the most important of all job-keeping skills. It is, therefore, recommended that all students complete this module.

Duplicate a set of student materials (white pages) for each student who is to work on this job-keeping skills module.

You may direct students to complete the module as homework or as an in-class activity.

Have students check each activity listed on page 2 as it is completed.

Keys are included with all activities.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

TITLE

Job-Keeping Skills

COMPETENCY

Aware of job-keeping skills such as promptness, adaptability, and positive attitude.

PURPOSE

Research shows that people who enjoy and retain their jobs know how to work with others. In this module, you will learn about positive attitude, promptness, adaptability, and work organization.

LEARNING ACTIVITIES

- ☐ Complete Work Habits and Attitudes Checklist, page 3.
- ☐ Answer Would I Hire Myself Checklist, page 4.
- ☐ Read about Positive Attitude, page 5.
- ☐ Answer the Positive Attitude Worksheet 1, page 6.
- ☐ Complete Positive Attitude Worksheet 2, page 8.
- ☐ Compare positive and negative on worksheet 3, page 10.
- ☐ Read about promptness and adaptability, pages 11-12.
- ☐ Respond to Promptness and Adaptability Worksheet 1, page 13.
- ☐ Give examples of changes on Promptness and Adaptability Worksheet 2, page 15.
- ☐ Solve case study on Promptness and Adaptability Worksheet 3, page 16.
- ☐ Solve case study on promptness and adaptability worksheet 4, page 17.
- ☐ Read about ability to organize, pages 19 and 20.
- ☐ Study Ability to Organize, page 21.
- ☐ Identify each statement on Ability to Organize, page 22.
- ☐ Rank the items on ability to organize, page 23.
- ☐ Write the solution to the Ability to Organize Case Study, page 24.
- ☐ Complete Job-Keeping Skills Checklist, page 25.
- ☐ Answer Would I Hire Myself Checklist, page 26.
- ☐ Ask your instructor for the posttest. (You will need to score 80 percent on this test.)

WORK HABITS AND ATTITUDES CHECKLIST

DIRECTIONS: Read the question. Place a check mark in the appropriate box.

		Always	Often	Sometimes	Never
1.	Do you arrive in class on time?				
2.	Do you have a cheerful manner about you?				
3.	Do you work efficiently?				
4.	Do you keep conversation to a minimum?				
5.	Do you cooperate with others in the housekeeping tasks in your classroom?				
6.	Do you organize your work materials in an orderly fashion?				
7.	Do you clean your work area when your class is completed?				
8.	Do you cheerfully and eagerly accept new assignments?				
9.	Do you offer help to others when appropriate?				
10.	Do you accept interruptions gracefully?				
11.	Do you work willingly and cooperatively in group situations?				
12.	Do you follow directions carefully?				
13.	Do you do your best work at all times?				
14.	Do you go the extra mile to accomplish more than the minimum?				
15.	Do you attempt to be in class every day?				
16.	Do you accept criticism with a positive attitude?				
17.	Do you attempt to solve problems before requesting assistance?				
18.	Do you look forward to coming to a particular class?				

A realistic goal is to answer "always" or "often" to each of the above questions. However, most people will have several "sometimes" and "never" answers.

Set a self-improvement goal for yourself to answer "always" or "often" to all of the questions.

WOULD I HIRE MYSELF CHECKLIST

DIRECTIONS: To make sure you will be able to give your employer your best, just ask, "Would I hire myself?" Answer honestly the questions below.

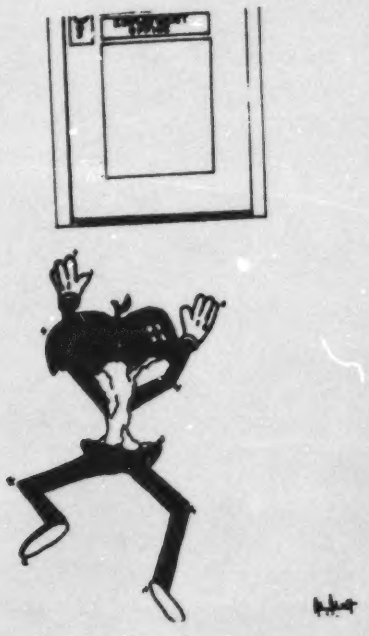
1. Do I stay a few minutes overtime to finish a particular task?
2. Can I keep business secrets?
3. Am I reasonably accurate?
4. Am I sure of my grammar, punctuation, and spelling?
5. Do I get along with others on the job?
6. When I make a mistake, do I admit it and then correct it or avoid making it a second time?
7. Can I leave my personal problems at home?
8. Do I guard against mannerisms that may be annoying to others?
9. Am I always well groomed?
10. Am I a willing worker?
11. Am I punctual and dependable?
12. Are my job skills above average?
13. Is my work well organized?
14. Do I offer to help others?
15. Do I leave my work area in order?
16. Do I observe the work rules faithfully?
17. Do I ignore rumors and refuse to gossip?

Count and record your "yes" and "no" responses in the box below.

_____ YES

_____ NO

Would I hire myself?



POSITIVE ATTITUDE

DIRECTIONS: Read the following information and apply to worksheet activities.

No two people are exactly alike. All of us have had different kinds of experiences. These experiences have helped shape our behavior and outlook. An outlook or attitude is a feeling that we have about something or someone. An attitude can be positive or negative.

While individual attitudes vary, some attitudes are necessary for success on the job. Employers have defined the attitudes they consider necessary for obtaining and holding a job. Examples include promptness, adaptability, efficiency, courtesy, dependability, and honesty.

Your work attitude shows how you feel about your job and co-workers. Workers with a POSITIVE attitude are more likely to be accepted by others. The difference between success and failure is usually very small--your attitude can make the difference. Having a good attitude means working hard, being pleasant and courteous to others, demonstrating teamwork, and looking on the bright side. Furthermore, having a good attitude tells people you care about others.

In contrast to a positive attitude is a negative attitude. A negative attitude includes an unwillingness to work with others, lack of consideration, a habit of complaining, and a poor feeling about people and things.

POSITIVE ATTITUDE WORKSHEET 1

DIRECTIONS: Select the correct choice for each statement and write the letter indicating your choice in the space provided at the left.

_____ 1. The difference between success and failure is very often a matter of
- a. attitude
- b. planning
- c. skill
- d. time

_____ 2. Being positive usually improves your chances of
- a. failure
- b. rejection
- c. success
- d. none of the above

_____ 3. People usually try to _____ those who have negative attitudes.
- a. aproach
- b. avoid
- c. embarrass
- d. help

_____ 4. It is usually _____ to be around people with good attitudes.
- a. depressing
- b. boring
- c. pleasant
- d. discouraging

_____ 5. Positive _____ lead to positive attitudes.
- a. experiences
- b. habits
- c. thoughts
- d. all of the above

POSITIVE ATTITUDE WORKSHEET I KEY

DIRECTIONS: Select the correct choice for each statement and write the letter indicating your choice in the space at the left.

a 1. The difference between success and failure is very often a matter of
   a. attitude
   b planning
   c. skill
   d. time

c 2. Being positive usually improves your chances of
   a. failure
   b. rejection
   c. success
   d. none of the above

b 3. People usually try to _____ those who have negative attitudes.
   a. approach
   b. avoid
   c. embarrass
   d. help

c 4. It is usually _____ to be around people with good attitudes.
   a. depressing
   b. boring
   c. pleasant
   d. discouraging

d 5. Positive _____ lead to positive attitudes.
   a. experiences
   b. habits
   c. thoughts
   d. all of the above

POSITIVE ATTITUDE WORKSHEET 2

DIRECTIONS: Complete the following statements by answering "positive" or "negative."

P = Positive
N = Negative

_____ 1. "My job is dull and boring."

_____ 2. "My supervisor is a fantastic person."

_____ 3. "My supervisor is really a jerk."

_____ 4. The "Policies help the business run smoothly and benefit the employees."

_____ 5. "I work with wonderful people."

_____ 6. "Working is fun! I love it!"

_____ 7. "Policies are made by administrators so that they can hound the employees."

_____ 8. "My job is exciting and rewarding."

_____ 9. "I work with old fogies who think they know it all."

Adapted from: Personal Development, Lap 11, IDECC, The Ohio State University, 1981.

POSITIVE ATTITUDE WORKSHEET 2 KEY

DIRECTIONS: Complete the following statements by answering "positive" or "negative".

P = Positive
N = Negative

N	1.	"My job is dull and boring."
P	2.	"My supervisor is a fantastic person."
N	3.	"My supervisor is really a jerk."
P	4.	The "Policies help the business run smoothly and benefit the employees."
P	5.	"I work with wonderful people."
P	6.	"Working is fun! I love it!"
N	7.	"Policies are made by administrators so that they can hound the employees."
P	8.	"My job is exciting and rewarding."
N	9.	"I work with old fogies who think they know it all."

Adapted from: Personal Development, Lap 11, IDECC, The Ohio State University, 1981.

POSITIVE ATTITUDE WORKSHEET 3

DIRECTIONS: Read the positive attitude statements and the negative attitude statements. When a statement is missing, complete it in your own words.

	Positive Attitude		Negative Attitude
1.	Willing to change ideas, dress, and behavior when appropriate	1.	Unwilling to change
2.	Smiles easily	2.	_____
			_____
3.	Able to see the other person's point of view	3.	Unable to see the other person's point of view
4.	_____	4.	Complains about nearly everything
	_____		
5.	Accepts responsibility for mistakes	5.	Blames others for own mistakes or shortcomings
6.	Seldom criticizes others	6.	_____
			_____
7.	Considers what is good for or helpful to others	7.	Thinks only of self, "What's in it for me?"
8.	Looks other person in the eye but does not stare	8.	Unwilling or unable to look other person in the eye
9.	Respects the ideas and opinions of others	9.	Tries to force ideas and opinions on others
10.	Has a variety of interests	10.	_____
			_____
11.	_____	11.	Often makes excuses
	_____		

PROMPTNESS AND ADAPTABILITY

DIRECTIONS: Read the following information and apply to worksheet activities.

PROMPTNESS

Promptness or punctuality means being on the job on time. If the supervisor says to begin work at 8 a.m., the employee is expected to do so. Likewise, when work ends at 4:30 p.m., the employee is expected to work until 4:30. Breaks and lunch usually have designated time periods. Conscientious workers know they are to be ready to work at the appropriate time. Workers may be doubtful of their skills, their manners, their appearance; but they need not be doubtful of their ability to get to work a few minutes early every day. Coming to work on time, returning from lunch periods and coffee breaks on time are traits that demonstrate your dependability to your employer. You would consider taking money from the cash drawer to be dishonest--something you would not do. Likewise, your frequent absences and tardiness on the job are considered dishonest. An extra five minutes for each break means 40 hours a year lost per person.

ADAPTABILITY

Adaptability or flexibility is adjusting to change. Change is a natural happening which occurs on the job and throughout your lifetime--moves to other homes, marriage and divorce, new teachers, classes, friends, and transfers or layoffs. When you know and understand that some changes occur without warning, you can more readily accept these changes.

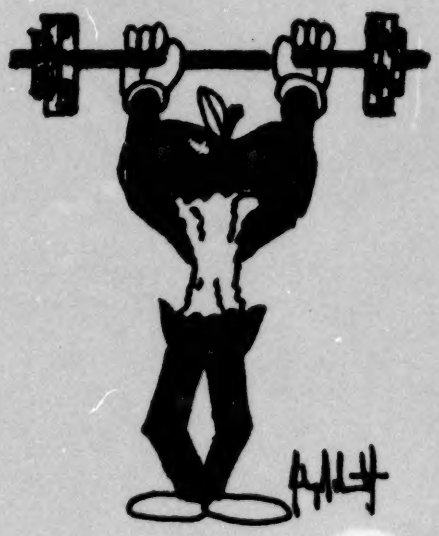
You are adaptable to change when you are able to adjust, to alter, to fit into or respond to changing conditions. Any kind of work in business requires adaptability. You will be expected to adapt to your firm's procedures. You may have worn school clothes most of your life, yet you must change willingly to business-like clothes if your firm wishes it.

You must adapt to the people around you. This includes co-workers, customers, and others with whom you must associate. You may be quick and alert in everything you do or say, yet you must adjust if you wish to communicate with someone who thinks, speaks, and reacts slowly. You need to be tolerant of others' ideas and refrain from criticism. Business work is teamwork!

You will serve your firm best if you are constantly alert to changing routines (a different lunch hour), to changing conditions of the times, (a change in the number of hours to work), to growth and progress of your business (a new piece of equipment to learn). If you are willing to change previous attitudes and methods, you are developing and practicing adaptability. For example, when your teacher assigns you to a different seat, do you move to that seat willingly? If you are willing to change, you will be more effective at work.

PROMPTNESS AND ADAPTABILITY
(continued)

In today's world, you can be certain of one fact--our world is changing so rapidly that no one can predict the work you will be doing three years from now. You may choose some general kind of work, something you like, something in which you have some ability, but be ready for change. You may need to retrain, even after you get your job. Some experts say the job of the future will last only two or three years before the worker must learn new skills.



PROMPTNESS AND ADAPTABILITY WORKSHEET I

DIRECTIONS: Write your answer to the following questions:

1. What is your definition of change?

2. Another word for adaptability is _____.

3. Arriving on time to work is being _____.

4. Workers should arrive
   a. at the designated starting time
   b. a few minutes before starting time
   c. within five minutes after starting time

5. Give an example of your own in which you showed adaptability.

PROMPTNESS AND ADAPTABILITY WORKSHEET 1 KEY

DIRECTIONS: Write your answer to the following questions:

1. What is your definition of change?

   Students' answers will vary

2. Another word for adaptability is flexibility.

3. Arriving on time to work is being punctual.

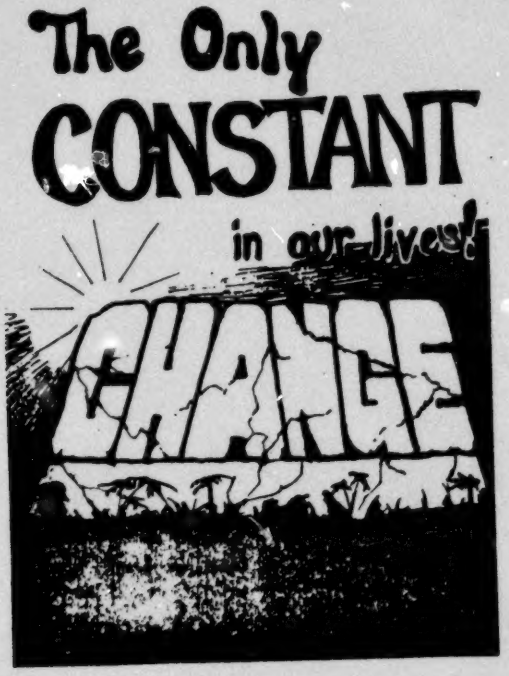
4. Workers should arrive
   a. at the designated starting time
   (b.) a few minutes before starting time
   c. within five minutes after starting time

5. Give an example of your own in which you showed adaptability.

   Students' answers will vary

PROMPTNESS AND ADAPTABILITY WORKSHEET 2

DIRECTIONS: Study the following illustration. Write a brief statement giving two examples of changes you have made in the last two years.



1.

2.

Source: Personal Development, Lap 8, IDECC, The Ohio State University, 1980.

PROMPTNESS AND ADAPTABILITY WORKSHEET 3

DIRECTIONS: Cover the key. Read the following case study. Write your answers to the questions on a separate sheet of paper. Compare your answers with the key.

Jill was in charge of the mail room for America, Inc. She has 14 employees under her supervision. The 15-minute coffee break is taken in mid-morning and mid-afternoon. The employees in the mail room must stagger their break, as not all of them can be out of the room at the same time. She can see that some of the people are beginning to take advantage of the situation by taking from 25 to 30 minutes for their breaks.

1. Do you feel breaks of this type are essential? If yes, why?
2. What would you suggest Jill do?
3. Should she tell her superior about the situation or try to handle it herself?
4. What is the purpose of these breaks?
5. Would a memorandum on the subject be sufficient? If so, who should write the memorandum?

KEY

In some areas of the business world it might be considered more economical to install a coffee urn. However, this does not really give the employees a chance to relax for a few moments away from the work area. It would be better to say something about it to the employees now. A memorandum from Jill's superior will probably have more meaning than one from Jill. If it continues, the offenders should be called in for a conference. The next step may be a loss of pay.

PROMPTNESS AND ADAPTABILITY WORKSHEET 4

DIRECTIONS: Cover the key at the end of this exercise. Read the following case study. Write your answers to the questions on a separate sheet of paper. Compare your answers with the key.

James Carr worked part-time and on Saturdays in the accounting department of the Cardinal Copper Mine while attending school and then went to work full-time for them after graduating from high school.

He had been working as a junior accountant at Cardinal for three or four years when the accounting supervisor retired. James was promoted to that job. Although he had excellent accounting skills and was well liked, he was not interested in continuing his education or keeping up with current trends.

James was happy with his job and didn't anticipate being fired. James thought he had the world by the tail--and then it happened! Cardinal Copper Mine was one of several mines merging with a giant worldwide mining company, Austramont, Ltd. Austramont used the latest automated systems and planned to transfer Cardinal's accounting functions to its main office. An accounting supervisor in each mine was no longer a luxury Austramont could afford. James was notified that he could remain with the firm if he would move to Austramont's main office in Casa Grande and "get in on the ground floor" when the computers were installed.

1. Is this the kind of situation that any of us might face in today's rapidly changing world? Does it affect older as well as younger employees?

2. What choices were open to James?

3. In what way could James have prepared himself for such a situation?

4. What implications are there for you and your future?

PROMPTNESS AND ADAPTABILITY WORKSHEET 4
(continued)

KEY

We cannot foresee all the changes that will occur in the next ten or fifteen years. A great proportion of the technological advances we use today were not even dreamed of when you were born. Old and young, we must all be prepared to face change. This means that education, whether we like it or not, will be with us always. We may be educated through schools or on the job; but if we are going to "stay in the stream of things," we must keep on learning.

If James wants to get ahead, he must accept the offer to move to the city and the challenge of automation. If James does not want to make this change, he must find a job with another company, continue with his own company at a lesser job, or go to the nearby community college for retraining.

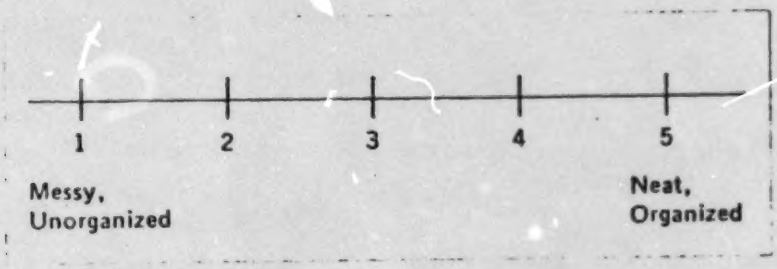
James would have been wise to have continued his education.

The implications from this case study are that technological advances require all people to update their skills.

ABILITY TO ORGANIZE

DIRECTIONS: Read the following information for use with the worksheets.

How orderly and systematic is your behavior? How would you rate yourself on the scale below?



If you rated yourself to the left of center (3), don't be too alarmed. You have the greatest opportunity for improvement. No matter how you rated yourself, you can probably benefit from studying and developing your organizational skills.

BEING ORGANIZED

Basically, orderly and systematic behavior means being organized. It means that your words and actions are interrelated, have some degree of structure, seem to follow a plan, and are relatively consistent. If you are an organized person, your behavior is logical, somewhat methodical, and is directed toward certain goals or outcomes that are important to you.

Sometimes, it seems as if certain people were born to be neat and orderly while others were born to be messy and unorganized. Do you remember the television show called "The Odd Couple"? If you do, you will recall that the two principal characters were exact opposites in terms of their personal behavior. One was carefree and totally unconcerned about neatness and organization. The other character was a total fanatic when it came to structure and tidiness. The extemes which these two characters portrayed were comical to watch, but in real life they would probably not be quite so funny.

In business, being careless and disorganized is definitely not funny. Can you imagine working for a business where everything is in disarray? Business executives like employees who can maintain their work areas in a neat, efficient manner. You will find that chaos develops if you are careless in handling the work that comes to you. You will want your work area to be well organized so that you need not waste time finding what you need.

Neatness is a companion to orderliness. A clean, tidy work area will be a much more appealing place in which to work. This reflects your ability to handle your responsibilities with ease and success.

ABILITY TO ORGANIZE
(continued)

ESTABLISHING PRIORITIES

Many employees work without direct supervision; therefore, they assume responsibility for deciding the order in which they will do the tasks before them. Establishing priorities means listing tasks in order of importance. It cannot be done unless employees have a thorough understanding of the work to be done.

PLANNING THE DAY'S WORK

Many times workers talk with their supervisors to determine what the important tasks are. However, unexpected events change plans, and workers must know how to revise work schedules to suit changing situations.

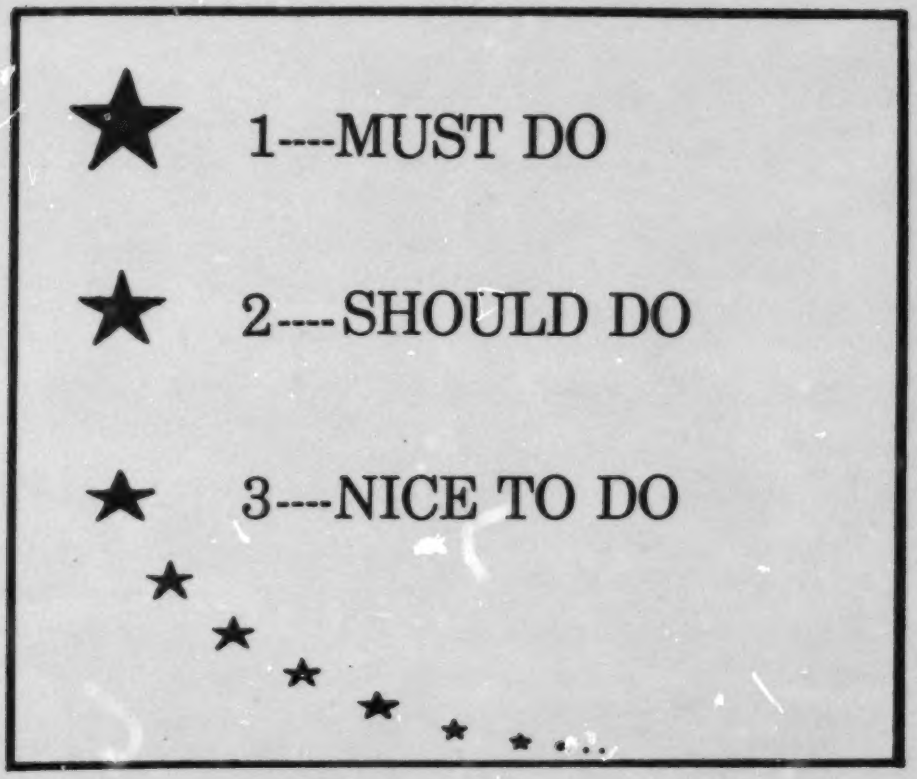
A calendar serves to keep an employee on schedule. You should know how to use a calendar so that it is a faithful aid to your memory.

ORGANIZING A CALENDAR

As you become acquainted with your work, you will realize that some tasks occur daily, others occur weekly, still others occur monthly. You may find it extremely helpful to set up a yearly calendar.

ABILITY TO ORGANIZE

DIRECTIONS: Study the following illustration.



NOTE

* Must do means absolutely essential.

Should do means important but not necessarily essential.

Nice to do means courteous but not necessary.

Source: Personal Development, Lap 4, IDECC, The Ohio State University, 1980.

ABILITY TO ORGANIZE

DIRECTIONS: Identify each statement according to the illustration on page 21. Use "M" for Must Do, "S" for Should Do and "N" for Nice to Do. Cover the key at the bottom of this page before you start this exercise

_____ 1. Being at work on time.

_____ 2. Filing copies of previous correspondence.

_____ 3. Remembering co-worker's birthday.

_____ 4. Ordering necessary supplies.

_____ 5. Finishing work due this afternoon.

_____ 6. Assisting co-workers after finishing your work.

_____ 7. Keeping work area neat.

KEY

1.	M	2.	S	3.	N
4.	M	5.	M	6.	S
7.	S				

ABILITY TO ORGANIZE

DIRECTIONS: Place the following "Must Do" activities in order of importance. Cover the key at the bottom of this page before you start this exercise.

_____ a. Check today's calendar for appointments and tasks.

_____ b. Arrive at work a few minutes early.

_____ c. Finish report that is due before noon today.

_____ d. Locate tape recorder for tomorrow's board meeting.

KEY

1. b 2. a 3. c
5. d

ABILITY TO ORGANIZE

DIRECTIONS: Cover the key below. Study the following case and write your solution below the case.

You have missed several deadlines at work in the past two weeks. You have tried to decide which work should be done first, but your supervisor always interrupts you with other rush jobs. You know your skills are good and that you don't waste time. However, everything seems to have top priority. You are very uncomfortable because you want to complete all the work on time. What do you think is the problem?

KEY:

Students should include discussing the work priorities with the supervisor to avoid missing deadlines and being distressed by having insufficient time to complete necessary work. The employee could tactfully remind the supervisor that priorities must be realistic!

JOB-KEEPING SKILLS CHECKLIST

DIRECTIONS: Answer the following questions as honestly as possible.

	Always	Often	Sometimes	Never
1. When you make a decision, are you willing to take responsibility for the consequences.				
2. Are you willing to sacrifice your own time to meet deadlines?				
3. Can you do your own work without more than the usual supervision?				
4. Do you do what needs to be done rather than wait to be told?				
5. Do you abide by organization's rules?				
6. Are you absent from school, work, or appointments for legitimate reasons only?				
7. Are you on time for work?				
8. Do you initiate new activities?				
9. Can you be trusted to be a "keeper of secrets"?				
10. Do you consider yourself a loyal employee?				
11. Do you cooperate with other employees?				
12. Are you willing to accept additional responsibility?				
13. Are you willing to do something without being told?				
14. In an emergency, do you do your share of the work?				

WOULD I HIRE MYSELF CHECKLIST

DIRECTIONS: Now that you have completed the Job-Keeping Skills Module, answer the questions. Compare the number of "yes" answers with your previous total from page 4. Did you improve?

1. Do I stay a few minutes overtime to finish a particular task?
2. Can I keep business secrets?
3. Am I reasonably accurate?
4. Am I sure of my grammar, punctuation, and spelling?
5. Do I get along with others on the job?
6. When I make a mistake, do I admit it and then correct it or avoid making it a second time?
7. Can I leave my personal problems at home?
8. Do I guard against mannerisms that may be annoying to others?
9. Am I always well groomed?
10. Am I a willing worker?
11. Am I punctual and dependable?
12. Are my job skills above average?
13. Is my work well organized?
14. Do I offer to help others?
15. Do I leave my work area in order?
16. Do I observe the work rules faithfully?
17. Do I ignore rumors and refuse to gossip?

Count and record your "yes" and "no" responses in the box below.

_____ YES

_____ NO

Would I hire myself?

JOB-KEEPING SKILLS POSTTEST

DIRECTIONS: Answer the following questions.

1. List two exampies of positive attitudes.

2. Give an example of a negative attitude.

3. Describe at least one way in which people can adjust to change.

COMPLETION:

Write the correct answer in the blank.

4. Another word for flexibility is _____.

MULTIPLE CHOICE:

Circle the correct anwer.

5. People usually try to _____ those who have positive attitudes.
   a. discourage
   b. avoid
   c. embarrass
   d. help

6. You will serve your firm best if you are always alert to
   a. changing routines.
   b. changing conditions of the times.
   c. growth of the company.
   d. all of these.

7. "Orderly and systematic" behavior means being
   a. bold.
   b. cautious.
   c. organized.
   d. unorganized.

TRUE OR FALSE

Circle the correct answer.

T F 8. Punctuality means being on the job within five minutes after starting time.

T F 9. Refusing to work on a new piece of equipment is an example of adaptability.

T F 10. Establishing priorities is arranging work in the order of importance.

JOB-KEEPING SKILLS POSTTEST KEY

DIRECTIONS: Answer the following questions.

1. List two examples of positive attitudes.
   Answers will vary but could include looking on the bright side, liking one's job, helping co-workers, refraining from criticism, being pleasant, and being industrious.

2. Give an example of a negative attitude.
   Answers will vary but could include unwillingness to work with others, lack of consideration, and a habit of complaining.

3. Describe at least one way in which people can adjust to change.
   Answers will vary but could include retraining, going to school, keeping an open mind, and remaining flexible.

COMPLETION:

Write the correct answer in the blank.

4. Another word for flexibility is (adaptability).

MULTIPLE CHOICE:

Circle the correct answer.

5. People usually try to (help) those who have positive attitudes.
   a. discourage
   b. avoid
   c. embarrass
   d. help

6. You will serve your firm best if you are always alert to (all of these)
   a. changing routines
   b. changing conditions of the times
   c. growth of the company
   d. all of these

7. "Orderly and systematic" behavior means being (organized)
   a. bold
   b. cautious
   c. organized
   d. unorganized

TRUE OR FALSE

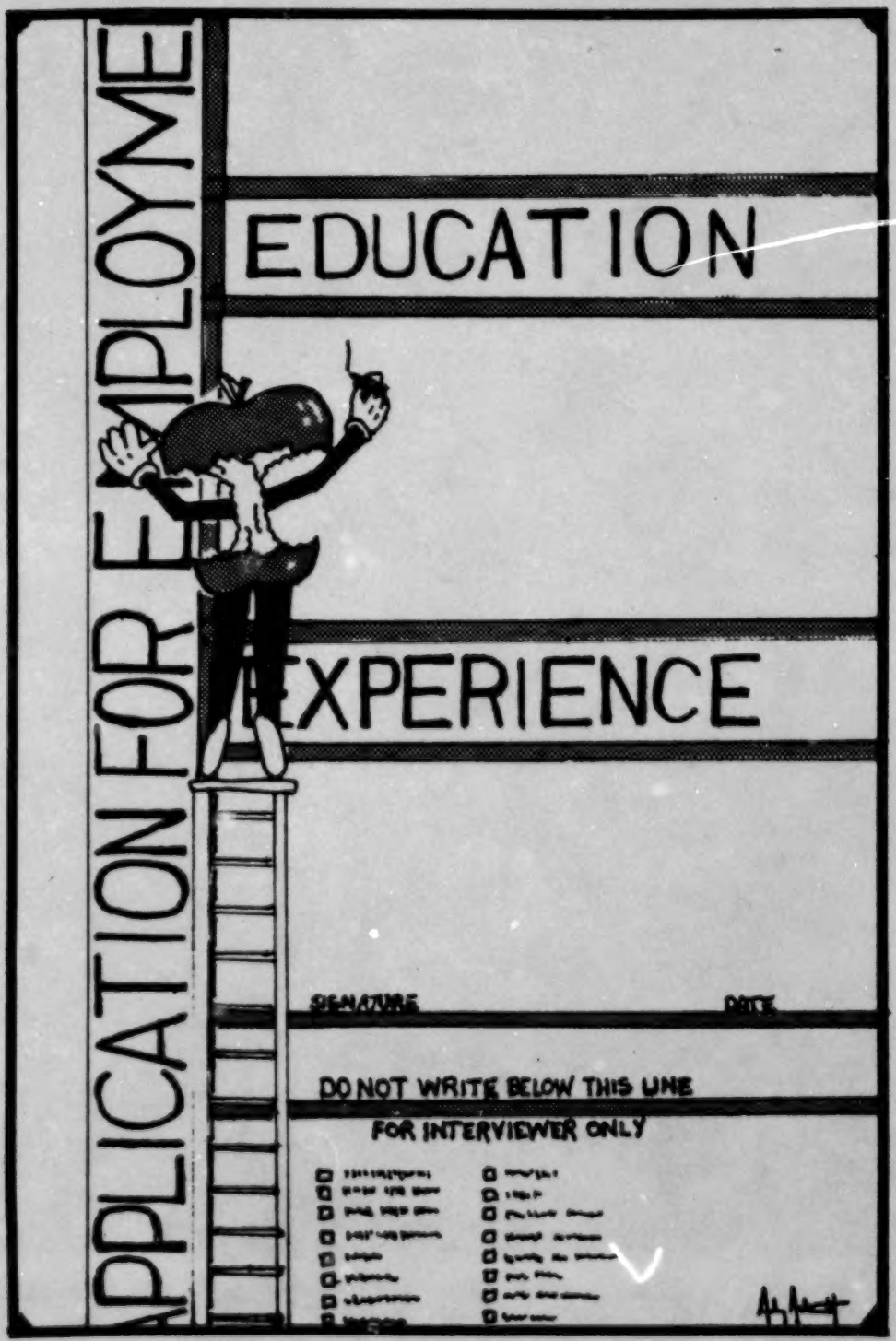
Circle the correct answer.

False 8. Punctuality means being on the job within five minutes after starting time.

False 9. Refusing to work on a new piece of equipment is an example of adaptability.

True 10. Establishing priorities is arranging work in the order of importance.

JOB APPLICATION



GENERAL INFORMATION

COMPETENCY

Complete job application

Relates to JA-I-2 Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Posttest (Job Application) error free

TEACHING SUGGESTIONS

Give the Pretest, page 2. A passing score is the completion of the application completely and accurately.

Duplicate a set of student materials (white pages) for each student who is to work on this module.

You may direct the students to complete this module as homework or as an in-class activity.

Have students check each activity listed on page 3 as it is completed.

Keys are provided for Filling Out The Job Application, page 5, and Salary Desired Activity, page 8.

NOTE

The Instructor may wish to have a number of different job applications available for students who fail the Posttest.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

ADDITIONAL MATERIALS NEEDED

Have 3 x 5 cards available.

PRETEST

DIRECTIONS: Complete the following application as if you were actually applying for the job of Mail Clerk. When you have completed the application, return it to the instructor.

JCPenney **Application for Employment**

An Equal Opportunity Employer M/F

Date of Application

Last Name | First Name or Initial | Middle Initial | Social Security No. — —

Street Address (Include City, State and Zip Code) | Telephone No. (Inc. Area Code) ( )

Are you at least 18 years of age? ☐ Yes ☐ No
If under 18 years of age, applicant will be required to submit a work certificate if required by the state

Are you under 70 years of age? ☐ Yes ☐ No

Have you ever been employed by Penneys or any of its subsidiaries? ☐ Yes ☐ No	If yes, note unit number and address	Termination Date	Why did you leave?

Position / general work area for which you are applying | Date you can start work

Type of employment you are seeking
☐ Full Time ☐ Part Time ☐ Temporary

If part time or temporary, note days, hours and length of time you desire employment

Describe any background experience, military service, education or training which you consider applicable to the position for which you are applying

Names and Locations of Schools Attended	Did you graduate? Yes	No
Grammar School		
High School		
Other (Name or Type)		

Work History

Dates Employed From Mo. / Yr.	To Mo. / Yr.	Company Name and Address (Start with last or present employer)	Nature of Work During Each Employment and Supervisor's Name	Earnings Start	Earnings Leaving	Reason For Leaving
/	/					
/	/					

If you are employed at present, why do you wish to change?

If currently employed, may we contact your employer for a reference at this time?
☐ Yes ☐ No

Do you have any physical or mental condition which may limit your ability to perform the job applied for or pose a potential risk to other employees? ☐ Yes ☐ No
If yes, please explain:

Are you legally eligible to work in the United States? ☐ Yes ☐ No
If you are not a citizen list: Type of Visa held | Document No.

List relatives employed by Penneys

Name and address of person to contact in an emergency

Within the last 7 years, have you been convicted of a felony involving dishonesty, breach of trust, or one closely related to your future work here?
☐ Yes ☐ No

I understand that if I am employed, any misrepresentation or omission of material facts on this application is sufficient cause for dismissal. My continued employment will depend upon the successful performance of work assigned to me during a trial period of up to 90 days and upon the further need of my continued employment by the company. The company, in considering my application for employment, may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

Signature as shown on Social Security Card

TITLE Job Application

COMPETENCY Complete Job Application

PURPOSE

The job application gives the employer information about you that must be known to be able to reach a decision about hiring you. How you Fill out the job application and the information you give are very important to your success in finding employment.

LEARNING ACTIVITIES

- ☐ Pretest, page 2.
- ☐ Read and study the Information Sheet, page 4.
- ☐ Answer the questions on Filling Out the Job Application, page 5.
- ☐ Complete the Information Gathering Activity, pages 6-7.
- ☐ Read and complete the activity, salary desired, page 8.
- ☐ Study the information about a completed job application, page 9, while comparing the information with the completed application, pages 10-11.
- ☐ Fill out the job application, pages 12-13.
- ☐ Ask the instructor for the posttest. (You will complete a job application. It must be error free.)

INFORMATION SHEET

When applying for most jobs, you will be asked to fill out an employment application. Your application will give the employer facts about you which may be kept on file for future use.

Be certain you have brought with you any supplies and information you will need to finish the application. You will need a pen (black ink), pencil, and social security number.

Before writing on the application, read through it carefully and give some thought to how you will answer the questions. Then fill in the information completely, correctly, and in the order it is requested.

Do not leave any questions unanswered. If the question does not apply to you, write N/A (not applicable). Also, double check your spelling making certain all words are written correctly. If you make an error, it is better to ask for a new application than to erase or cross out a word.

You might want to list as references former employers, supervisors and/or co-workers, teachers and counselors, persons for whom you have worked (yard work, babysitting, volunteer work), neighbors, and adults from groups or organizations to which you belong. References can provide information concerning your character, working habits, dependability, and other information which your employer will need to help determine whether you will be hired. If you are requested to list references, list those people who know you and who can recommend you to an employer. Be sure you have permission before using the names.

It would not be wise to list as references those people who are unable to give a fair and accurate comment about you. Such people may be parents, relatives, boyfriends, or girlfriends.

Most applications ask that you sign and date the application. Be alert to provide this information. Before returning the application to the receptionist, review it for neatness, completeness, accuracy, and spelling.

FILLING OUT THE JOB APPLICATION

DIRECTIONS: Answer the following questions correctly. Cover the answers at the bottom of the page while completing the activity.

1. Name three things that you should bring to the interview.
   _____ _____ _____

2. Name three "good" references.
   _____ _____ _____

3. If you make an error on the application, what should you do?
   _____

4. What does N/A mean? _____

5. What should you do before you write on the application? _____
   _____

6. In addition to putting the date on the application, what else should you do? _____

7. What four things should you do before returning the application to the receptionist?
   _____ _____
   _____ _____

KEY

1. Pen, pencil, social security number
2. Former employer, supervisor, co-workers, teachers, counselors, neighbors, persons for whom you have worked (yard work, babysitting, volunteer work), adults from groups or organizations to which you belong.
3. Ask receptionist for another application.
4. Not applicable
5. Read through it carefully; give some thought to how you will answer the questions.
6. Sign the application.
7. Review for neatness, completeness, accuracy, and spelling.

INFORMATION GATHERING ACTIVITY

DIRECTIONS: On the following 3 x 5 cards, organize and list correctly the following information about yourself.

PERSONAL INFORMATION:

Full Name: _____

Complete Street Address: _____

City, State, and Zip Code:

_____

Phone No.: _____

Social Security No.: _____

EDUCATION: You should use a separate card for each school you have attended:

Name of School: _____

Complete Street Address: _____

City, State, and Zip Code

_____

School Phone No.: _____

Graduation or Exit Date: _____
(month) (year)

Grade Point Average: _____

Major Area of Study (if applicable): _____

INFORMATION GATHERING ACTIVITY (continued)

WORK HISTORY: You should use a separate card for each job you have held.

Name of Company: _____

Complete Street Address: _____

City, State, and Zip _____

Company Phone _____ Supervisor: _____

Dates of Employment-- Start: _____ (month) _____ (year)

Stop: _____ (month) _____ (year)

Position Held: _____

Reason for Leaving: _____

REFERENCES: You should use a separate card for each reference.

Name: _____

Occupation: _____

Complete Street Address: _____

City, State, and Zip Code: _____

Reference Phone No.: _____

EXTRA-CURRICULAR ACTIVITY:

More than one card may be necessary if you have many activities to list.

Organizations: _____

Community Service: _____

Awards: _____

Other: _____

SALARY DESIRED ACTIVITY

DIRECTIONS: Read the paragraphs before responding to the five situations listed.

Most applications will have a "salary desired" section. This should be thought about carefully.

Employers usually have a set hourly wage for specific jobs. You do not want to overprice or underprice your expected salary. To be safe it is best to write the word "Open." This indicates that the salary range is "open" for discussion.

If you know what salary the employer is paying, you may state that amount. If you know employees who work in that business, they may have told you the salary. If the job were advertised in the newspaper, the salary may have been indicated.

In the five situations listed below, indicate if you would put the word "Open" in the space or if you would fill in the amount. Cover the answers at the bottom of the page while completing the activity.

SALARY DESIRED	SITUATION
$_____	1. Wanted - Receptionist for extra-nice office. Salary excellent.
$_____	2. Will train accountant to do accounts receivable. Salary $4 per hour. Increase after 30 days.
$_____	3. Transportation company looking for bright, alert person. Pay open.
$_____	4. Pay negotiable. Earn big bucks selling for top-notch computer firm. Call NOW before it's too late.
$_____	5. File clerk needed for warehouse. Starting salary $3.90. Thirty-day probation.

KEY
1. open
2. $4
3. open
4. open
5. $3.90

A COMPLETED JOB APPLICATION

DIRECTIONS: Read the following information and compare it to the complete job application on the following page.

1. Sometimes an application does not give you specific directions for completing the form. Nevertheless, you must complete the form properly. Most applications will ask you to use a black or blue pen and to write or print neatly. Notice that this application asks for your name--last name first, the first name, and middle name. Give complete street address, city, state, zip code. Give telephone number, including area code.

2. The term "Referred by" is asking you to indicate who sent you to apply for the job or how did you find out about the job.

3. In the "Position" section, you will put the name of the job for which you are applying. Do not put down "anything." Know the job for which you are applying. If you do not know the job title, find out by asking the receptionist.

* The date of May 24, 1982, was written because the applicant is currently working. Most employers require a two-week notice from an employee who is resigning; thus, the applicant is not available to begin work until May 24. If the person were not working and available immediately, the date of May 10, 1982, would be written.

4. "Salary Desired" asks for the amount of money you would accept. The word "Open" means you do not know the salary range, and it is "open" for discussion.

5. "Name and Location of School" means to list the name, complete street address, city, state and zip code. (If your school does not have a street address, then list post office box number)

6. "Activities: Civic, Athletic, Etc." means that you should list the names of organizations to which you belong. Do not abbreviate the names of these organizations.

7. In the "Former Employers" section, you must be careful to list former employers in the requested order your current or most recent employer first.

8. In the "References" section, you must be sure to complete all the information requested. You should have the permission of each reference before listing it.

9. The "Authorization" paragraph requests your permission to ask former employers about you. Your signature indicates that you have given truthful information. Note: You can be fired for misrepresentation (false information).

10. You must sign and date the application in order for it to be complete.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE MAY 10, 1987 SOCIAL SECURITY NUMBER 000-00-0000

NAME JOHNSON (LAST) OLIVIA (FIRST) NEWTON (MIDDLE)

PRESENT ADDRESS 1615 Oasis Lane (STREET) CAMBRIDGE (CITY) AZ (STATE) 86555 (ZIP CODE)

PERMANENT ADDRESS same (STREET) (CITY) (STATE) (ZIP CODE)

PHONE NO. (602) 987-5432

IF RELATED TO ANYONE IN OUR EMPLOY. STATE NAME AND DEPARTMENT NO

REFERRED BY SISTER (2)

EMPLOYMENT DESIRED

(3) POSITION New accounts clerk

DATE YOU CAN START MAY 24, 1982

SALARY DESIRED open (4)

ARE YOU EMPLOYED NOW? YES

IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER YES

EVER APPLIED TO THIS COMPANY BEFORE? NO WHERE N/A WHEN N/A

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EDUCATION	(5) NAME AND LOCATION OF SCHOOL		DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL	COOL MOUNTAIN 945 Peaks Drive - IRVING, TX 12221		Yes	GENERAL
HIGH SCHOOL	MEADOWRIDGE 1121 DRY GULCH, N.E - COLD, ME 31311		YES	Business
COLLEGE	N/A			
TRADE BUSINESS OR CORRESPONDENCE SCHOOL	N/A			

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK NONE

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? SPANISH READ YES WRITE YES

(6) ACTIVITIES CIVIC, ATHLETIC, ETC FUTURE BUSINESS LEADERS OF AMERICA

(EXCLUDE ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, RELIGION, COLOR, SEX OR NATIONAL ORIGIN OF ITS MEMBERS)

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS STARTING WITH LAST ONE FIRST) (7)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM MAY, 1981	City of Cambridge			
TO PRESENT	P.O. Box 450 CAMBRIDGE, AZ 82411	$7,050	WATER CLERK	PRESENTLY EMPLOYED
FROM Dec. 1978	DENVER BRONCOS			
TO April, 1981	100 LOSERS WAY DENVER, CO 34512	$8,000	TICKET CLERK	MOVED
FROM				
TO	N/A			
FROM				
TO	N/A			

REFERENCES GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR (8)

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1	TAMI SELLICK	980 FLAMINGO ROAD LAS VEGAS, NV 21210	ENTERTAINER	10
2	MELVIN TILLIS	160 ROLO DRIVE KNOXVILLE, TN 51610	Recording artist	8
3	JIM NABORS	4A APOLLO Heights CHARLESTON, WV 61616	School Superintendent	14

IN CASE OF EMERGENCY NOTIFY MR. TOMMY LEE JOHNSON
NAME

34th Avenue, N.E., NY 51040 (151) 594-2121
ADDRESS PHONE NO.

(9)

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE MAY 10, 1987 (10) SIGNATURE Olivia Newton Johnson

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS	
ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.
EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

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COMPLETING APPLICATION BLANK

DIRECTIONS: Complete the following application as if you were applying for the job of Mail Clerk. you should be accurate and use your own information.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP CODE

PERMANENT ADDRESS _____
STREET CITY STATE ZIP CODE

PHONE NO. _____

IF RELATED TO ANYONE IN OUR EMPLOY. STATE NAME AND DEPARTMENT _____ REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EDUCATION	NAME AND LOCATION OF SCHOOL		DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

FOREIGN LANGUAGES. DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

[illegible] (NAME OR INITIALS OF WHICH ARE USED AS A SUBSTITUTE FOR MARITAL STATUS, AGE, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS)

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

IN CASE OF EMERGENCY NOTIFY

NAME

ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS	
ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

POSTTEST

DIRECTIONS: Complete the following application as if you were actually applying for the job of Mail Clerk. When you have completed the application, return it to your instructor.

JCPenney **Application for Employment**

An Equal Opportunity Employer M/F

Date of Application

Last Name | First Name or Initial | Middle Initial | Social Security No. — —

Street Address (Include City, State and Zip Code) | Telephone No. (Inc. Area ( )

Are you at least 18 years of age? ☐ Yes ☐ No | Are you under 70 years of ☐ Yes ☐ No

If under 18 years of age, applicant will be required to submit a work certificate if required by the state

Have you ever been employed by Penneys or any of its subsidiaries? ☐ Yes ☐ No | If yes, note unit number and address | Termination Date | Why did you leave?

Position / general work area for which you are applying | Date you can start work

Type of employment you are seeking ☐ Full Time ☐ Part Time ☐ Temporary | If part time or temporary, note days, hours and length of time you desire employment

Describe any background experience, military service, education or training which you consider applicable to the position for which you are applying

Names and Locations of Schools Attended	Did you g Yes
Grammar School	
High School	
Other (Name or Type)	

Work History

Dates Employed From Mo. / Yr.	Dates Employed To Mo. / Yr.	Company Name and Address (Start with last or present employer)	Nature of Work During Each Employment and Supervisor's Name	Earnings Start	Earnings Leaving	Reason For Leaving
/	/					
/	/					

If you are employed at present, why do you wish to change?

If currently employed, may we contact your employer for a reference at this ☐ Yes ☐ No

Do you have any physical or mental condition which may limit your ability to perform the job applied for or pose a potential risk to other employees? ☐ Yes ☐ No | If yes, please explain:

Are you legally eligible to work in the United States? ☐ Yes ☐ No | If you are not a citizen list: Type of Visa held | Document No.

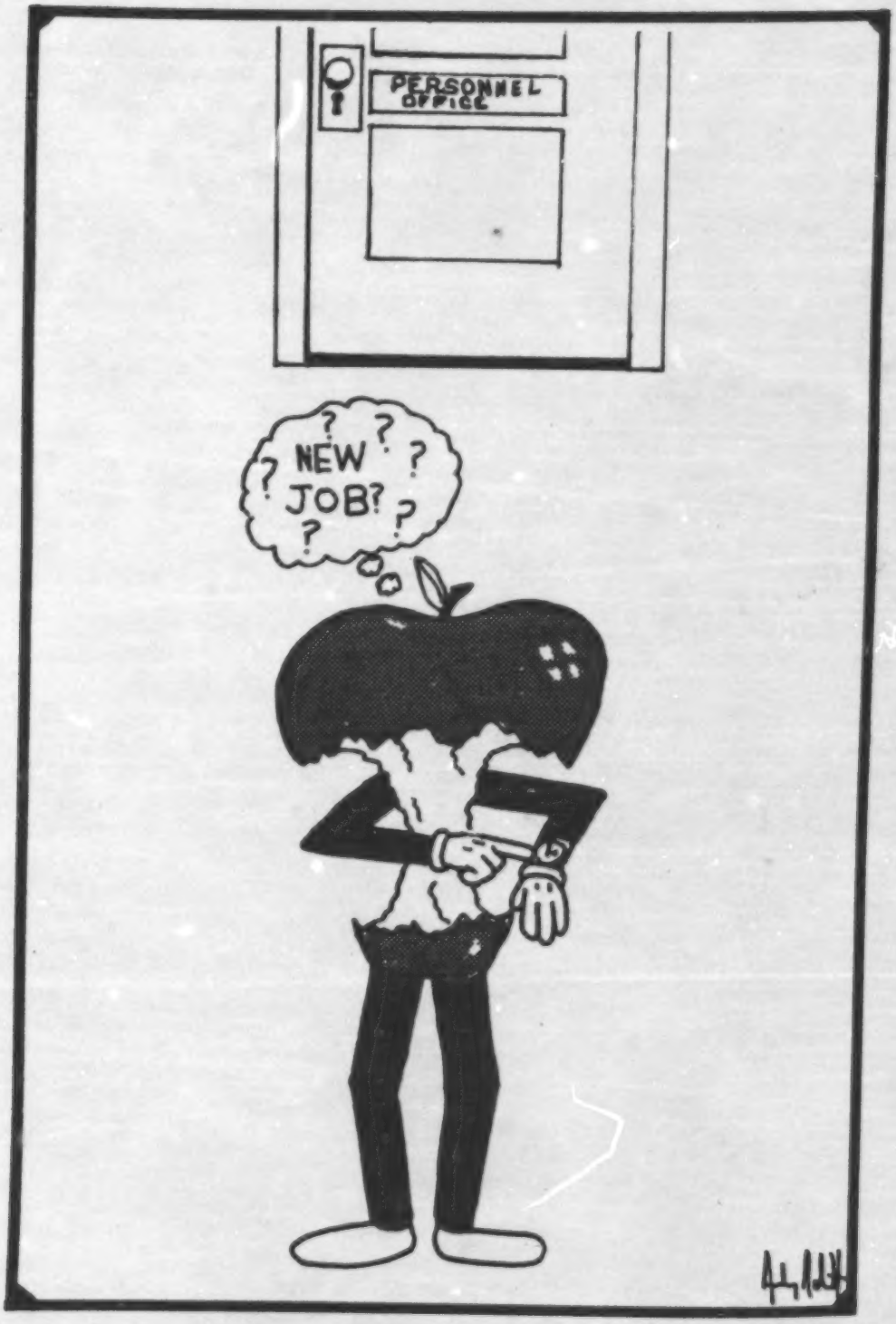
List relatives employed by Penneys | Name and address of person to contact in an emergency

Within the last 7 years, have you been convicted of a felony involving dishonesty, breach of trust, or one closely related to your future work here? ☐ Yes ☐ No

I understand that if I am employed, any misrepresentation or omission of material facts on this application is sufficient cause for dismissal. My continued employment will depend upon the successful performance of work assigned to me during a trial period of up to 90 days and upon the further need of my continued employment by the company. The company, in considering my application for employment, may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

Signature as shown on Social Security Card

JOB INTERVIEW



GENERAL INFORMATION

COMPETENCY

Aware of job interview process

Relates to JA-I-5, Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give the Posttest on page 17-18.

Posttest score of 100 percent

TEACHING SUGGESTIONS

Give Pretest, page 2-3. Passing score is 100 percent.

Duplicate a set of student materials (white pages) for each student who is to work on this module.

You may direct the student to complete the module as homework or as an in-class activity.

Have students check each activity listed on page 5 as it is completed.

Keys are included for all activities with the exception of the Self-Evaluation Activity, page 8-10, which was meant to assist the student in thinking more about themselves in preparing for a job interview.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

NOTE

You may wish to show the film concerning job interview which can be obtained from the Arizona State Employment Service.

PRETEST

DIRECTIONS: Answer the following questions by placing a check mark in the YES or NO columns.

		YES	NO
1.	When going for a job interview, you should go alone.	___	___
2.	It is all right to chew gum during a job interview.	___	___
3.	You should arrive for your job interview exactly on time.	___	___
4.	You should dress casually.	___	___
5.	Take a seat immediately upon entering the interviewer's office.	___	___
6.	Look directly at the interviewer when answering questions.	___	___
7.	It is acceptable to be critical of others during the interview.	___	___
8.	It is acceptable to smoke in the receptionist's area.	___	___
9.	Answer questions in full rather than nodding "yes" or "no."	___	___
10.	The first question you should ask is about salary.	___	___
11.	You may ask your friend to wait for you in the receptionist's area.	___	___
12.	It is your right to demand an on-time interview.	___	___
13.	Tell the interviewer that you will take any job that is available.	___	___
14.	When entering the business office, report to the receptionist immediately, giving your name and reason for being there.	___	___
15.	You should not touch papers on the interviewer's desk.	___	___
16.	You will be evaluated only on your ability to do the job.	___	___
17.	Do not ask any questions during the interview.	___	___
18.	Leave promptly when the interviewer indicates the interview is over.	___	___

PRETEST
(continued)

		YES	NO
19.	You may ask the interviewer when you might expect a decision about the job.	___	___
20.	It is all right to explain personal problems.	___	___

PRETEST KEY

1. Yes
2. No
3. No
4. No
5. No
6. Yes
7. No
8. No
9. Yes
10. No
11. No
12. No
13. No
14. Yes
15. Yes
16. No
17. No
18. Yes
19. Yes
20. No

TITLE Job Interview

COMPETENCY Aware of job interview process

PURPOSE

Preparing for a Job Interview is one of the many steps in applying for a job. Good preparation for a Job Interview can be rewarding when you are told you have the job. Job interviews are conducted for almost all jobs. Much importance is given to the interview by the employer when making the decision as to whom to hire.

LEARNING ACTIVITIES

- ☐ Take Pretest, page 2-3.
- ☐ Read and study Introduction, pages 6-7.
- ☐ Complete the Self-Evaluation Form on pages 8-10.
- ☐ Complete the Questions Frequently Asked During an Interview, page 11.
- ☐ Read and study Illegal Questions, page 12 and complete the Illegal Questions Activity, page 13.
- ☐ Complete the Behavior on the Interview activity, page 15.
- ☐ Ask your instructor for the Posttest. (You will need a score of 100 percent.)

INTRODUCTION

DIRECTIONS: Read and study the following information before continuing with the activities in this unit.

The employment interview usually is the only chance the company has to take a first-hand look at you, the future employee.

The interview is as important to the hiring company as it is to the applicant. It allows the company to gather information about the applicant that does not appear on the resume (personal data sheet) or the application form. This information might include such things as the applicant's career plans, appearance, personality, attitudes, and confidence.

It allows the applicant an opportunity to find out about the company's policies, working conditions, and benefits. It also gives the applicant a chance to meet personally with some of the people of the company and obtain an impression of the company.

The more prepared you are for the interview, the less fearful you will be. As you prepare for the interview, you might want to ask yourself these questions:

What do I have to offer the company?
What do I need to ask?
What will I be expected to know?
What should I wear?
What should my behavior be?

During the interview you must sell yourself to the hiring company. It is up to you to make the interviewer aware of your knowledges and skills that fit the job responsibilities of the position you seek. You will have to present your abilities in terms of the company's needs.

You should know that first impressions can make or break your chances of being seriously considered for a job. The first few minutes of an interview often determine whether you will be offered the job.

A pleasant personality is as important a factor as skills are in hiring. You will be evaluated not only on your ability to do the job, but also on how personable you are.

In preparing for the job interview, it is a good idea to get information about the company with which you will be interviewing. Some sources of information are employees who are working for the company, ads in the phone book, articles in the newspaper, from the home office of the company, and from the Chamber of Commerce.

The interviewer may give you an opportunity to ask questions at the end of the interview. Do not ask about salary as the first question, because it may indicate to the interviewer that you are more interested in money than in the job.

Some questions which you may wish to ask are: What days will I be working? What is the exact job title? Could you describe the job duties for me? What are the opportunities for advancement? Is there a training program?

INTRODUCTION
(continued)

When preparing for the interview, keep these points in mind:

Arrive at least 10 minutes early. If you are unsure of the location, check the address on a city map. Allow yourself extra time for possible delays.

Go to the interview by yourself.

Introduce yourself to the receptionist. State who you are and why you are there. (Give the interviewer's name if you know it.)

Remember to smile, use good eye contact. Look at the interviewer as you listen to and answer questions.

Stand as you greet the interviewer. If a hand is extended, do shake hands with a firm grasp.

During the interview, maintain good posture. Avoid wringing your hands, fidgeting, or cracking your knuckles (anything that will show nervousness). Try to relax and be yourself.

Think ahead what you will do with your possessions (purse, jacket, resume, pen, etc.).

Bring with you a black or blue pen and two sharpened pencils.

Speak clearly. Be aware of the loudness and speed with which you speak.

Show that you have initiative and flexibility by stressing the work experience you have had.

If you are handicapped, stress your abilities--not your disabilities.

Sense the end of the interview. Thank the interviewer and express a positive interest in the job.

Women, wear hose with closed shoes. Wear a basic dress or suit--not too sporty and not too fancy.

Men, wear pants, jacket, shirt and tie, or clothing appropriate for job and locality. Wear dark socks with well polished shoes.

Keep hair clean and healthy. Attractive and practical hairstyles are a necessity.

Avoid gaudy jewelry. A wrist watch and ring are permissible.

SELF-EVALUATION FORM

(Please print or type)

DIRECTIONS: Fill in the information. Place N/A for items that do not apply to you. (N/A means not applicable.)

Name _____
Last First Middle

Mailing Address _____
Street City State Zip Code

Grade Level _____ Grade Average _____

Do you have transportation? _____ What type? _____

Hobbies _____

School Activities _____

_____

Subjects liked _____

Subjects disliked _____

Special abilities _____

Type of personality _____
(I like to be alone, work with people, etc.)

Specific talents _____
(I play tennis, enjoy ceramics, etc.)

Work experience _____

_____

Volunteer experience _____

_____

Subjects taken that are related directly to business _____

_____

SELF-EVALUATION FORM
(continued)

Evaluate your skills in the following areas:

	YES	NO
Do you speak English correctly?	___	___
Do you understand basic math?	___	___
Do you read well?	___	___
Is your penmanship readable?	___	___
Is your attendance excellent?	___	___
Are you dependable?	___	___
Are you reliable?	___	___
Is your appearance businesslike?	___	___
Is your attitude positive?	___	___
Are you always punctual?	___	___
Do you meet new people well?	___	___
Can you follow directions?	___	___
Are you good at persuading people?	___	___
Are you willing to leave the area?	___	___
Do you want job security?	___	___
Does detail and accuracy appeal to you?	___	___
Are you willing to work indoors?	___	___
Are you willing to work outdoors?	___	___
Do you have a good memory?	___	___
Do you learn quickly?	___	___
Are you able to communicate with others (speaking and listening)?	___	___

SELF-EVALUATION FORM
(continued)

	YES	NO
Are you willing to wear businesslike clothing?	___	___
Can you follow directions accurately?	___	___
Can you keep conversations private?	___	___
Do you desire to learn new things?	___	___
Is further education or job training important to you?	___	___
Are you a thorough worker?	___	___
Do you budget your money well?	___	___
Do you manage your time well?	___	___
Do you rate yourself as a leader?	___	___
Do you get along with fellow students?	___	___
Do you get along with teachers and administrators?	___	___

After completing this self-evaluation and reviewing your answers, do you feel that you have a possible future in the world of work?

Yes_____ No_____

Explain your answer _____

_____

_____

If your answer is "yes," in what field of work are you interested?

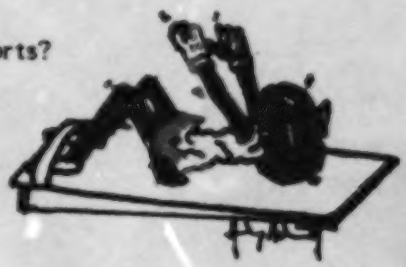
_____

_____

QUESTIONS FREQUENTLY ASKED DURING AN INTERVIEW

DIRECTIONS: Choose a partner and give your answer to each question exactly as you would respond during an interview. Reverse roles.

1. Tell me about yourself.
2. What do you enjoy most about school?
3. Where do you rank in your class?
4. What courses do you like best? Least? Why?
5. Do you feel you are doing the best school work you can? Explain your answer fully.
6. What are your plans for the future.
7. What do you see yourself doing five years from now?
8. Do you like to work by yourself or with others?
9. How many hours a week could you work and go to school too?
10. What do you know about our company?
11. Why did you apply for a job with this company?
12. Have you ever had any trouble with your teachers or friends?
13. In what extra-curricular activities have you participated? Which did you like best?
14. Do you think the time spent in extra-curricular activities is worth it? Why?
15. What are your hobbies?
16. Do you participate in sports? Do you like to watch sports?
17. What books have you read?
18. What are your special talents?
19. Why do you think you would like this particular job?
20. Have you ever been fired from a job?
21. Do you always "pitch right in" and get an assignment done ahead of time, or do you wait until the last minute?
22. How much do you expect to earn on this job?



ILLEGAL QUESTIONS

DIRECTIONS: Read the information below and be prepared to answer questions.

"Norman's father applied for a job driving a cab during the evening hours. In filling out the application form, he was asked if he had a chauffeur's license. Norman asked his father, "But, Dad, why is it any concern of the company whether or not you have a chauffeur's license?"

During the interview, you will be asked questions which will allow the person interviewing you to get to know you better. Most of these questions will concern your career goals, knowledges, skills, and character. Certain questions are frequently asked and, therefore, should be considered.

It is to your benefit to plan answers to them and to similar questions. Your answers should clearly show a future employer why you are the right person for the job.

There are, however, some questions that may not be asked during an interview because the law forbids this. These questions deal with sex, age, race, marital and family status, health, arrest record, credit rating, religion, national origin, and disabilities. Any question requiring answers that could be used to discriminate against the applicant are forbidden.

You may choose to answer an unlawful question, or you may refuse to answer it. If you want the job and realize that you are being asked an unlawful question, politely ask the reason for the question. If the reason justifies an answer, respond to the question. The way you handle questions tells the interviewer as much about you as what you say.

Questions that are asked during the interview which may appear to be illegal can be legal if the question asked is necessary to the performance of duties on the job.

ILLEGAL QUESTIONS ACTIVITY

DIRECTIONS: Indicate which of the following questions can be legally asked of you on a job interview or on a job application form. Write a YES or a NO on the blank before the question.

		YES	NO
_____1.	What is your age?	___	___
_____2.	What is your social security number?	___	___
_____3.	Have you been fired from a previous job?	___	___
_____4.	Do you have children?	___	___
_____5.	May we contact your present employer now?	___	___
_____6.	Have you ever been arrested?	___	___
_____7.	Have you had hepatitis?	___	___
_____8.	What is your date of birth?	___	___
_____9.	What is your address?	___	___
_____10.	Do you have a driver's license?	___	___
_____11.	Have you graduated from high school?	___	___
_____12.	What do you know about our company?	___	___
_____13.	Have you attached a photograph to your application?	___	___
_____14.	What is your race?	___	___
_____15.	Who should be notified in case of emergency?	___	___
_____16.	Are you married?	___	___
_____17.	Do you have a disability that would interfere with your ability to perform the duties of this job if you are hired?	___	___
_____18.	Have you been divorced?	___	___
_____19.	For what special kind of work have you a preference?	___	___
_____20.	Are you between 18 and 65 years of age?	___	___

ILLEGAL QUESTIONS ACTIVITY KEY

DIRECTIONS: Indicate which of the following questions can be asked of you on a job interview or on a job application form. Write a YES or a NO on the blank before the question.

NO 1. What is your age?

YES 2. What is your social security number?

YES 3. Have you been fired from a previous job?

NO 4. Do you have children?

YES 5. May we contact your present employer now?

NO 6. Have you ever been arrested?

NO 7. Have you had hepatitis?

NO 8. What is your date of birth?

YES 9. What is your address?

YES 10. Do you have a driver's license?

YES 11. Have you graduated from high school?

YES 12. What do you know about our company?

NO 13. Have you attached a photograph to your application?

NO 14. What is your race?

YES 15. Who should be notified in case of emergency?

NO 16. Are you married?

YES 17. Do you have a disability that would interfere with your ability to perform the duties of this job if you are hired?

NO 18. Have you been divorced?

YES 19. For what special kind of work have you a preference?

YES 20. Are you between 18 and 65 years of age?

BEHAVIOR ON THE INTERVIEW

Julian had an interview at 9 a.m. with Ms. Williams, personnel director of Schaffer and Company. To arrive on time, Julian would have to arise at 5 a.m. and pay $2 for bus fare. Instead, he rode in his father's car pool. He wore his clothes from the day before, which were wrinkled and somewhat soiled.

Upon arrival at 9:15, he talked readily and easily. He borrowed a pen from Ms. Williams to complete the necessary forms. The ink blurred. Julian did not know the address of a person he was listing as a reference and could not recall the exact date of a previous job. Otherwise, the forms were neatly completed. When he decided to smoke, he offered a cigarette to Ms. Williams.

Julian liked both the company and the personnel director but learned later that a less-qualified man was hired. Julian said "The man hired had 'friends' in the company; I wasn't considered fairly." Do you agree with Julian?

A careful reading of the preceding problem should reveal to you that Julian made at least six rather serious errors, which could have influenced Ms. Williams to decide that Julian should not be hired.

What Julian Did:	What Julian Should Have Done:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

Compare your answers with those given on the next page.

BEHAVIOR ON THE INTERVIEW KEY

What Julian Did:	What Julian Should Have Done:
1. Arrived late for interview	1. Arrived on time or called to reschedule appointment
2. Wore wrinkled and soiled clothes	2. Worn clean and neat clothes
3. Used Ms. Williams' pen	3. Brought his own pen
4. Did not have address of person used as reference	4. Brought addresses of people used as references
5. Could not recall date of previous job	5. Come prepared with information
6. Smoked during the interview	6. Not smoked during interview

POSTTEST

DIRECTIONS: Answer the following questions by placing a check mark in the YES or NO columns.

		YES	NO
1.	When going for a job interview, you should go alone.	___	___
2.	It is all right to chew gum during a job interview.	___	___
3.	You should arrive for your job interview exactly on time.	___	___
4.	You should dress casually.	___	___
5.	Take a seat immediately upon entering the interviewer's office.	___	___
6.	Look directly at the interviewer when answering questions.	___	___
7.	It is acceptable to be critical of others during the interview.	___	___
8.	It is acceptable to smoke in the receptionist's area.	___	___
9.	Answer questions in full rather than nodding "yes" or "no."	___	___
10.	The first question you should ask is about salary.	___	___
11.	You may ask your friend to wait for you in the receptionist's area.	___	___
12.	It is your right to demand an on-time interview.	___	___
13.	Tell the interviewer that you will take any job that is available.	___	___
14.	When entering the business office, report to the receptionist immediately, giving your name and reason for being there.	___	___
15.	You should not touch papers on the interviewer's desk.	___	___
16.	You will be evaluated only on your ability to do the job.	___	___
17.	Do not ask any questions during the interview.	___	___
18.	Leave promptly when the interviewer indicates the interview is over.	___	___

POSTTEST
(continued)

		YES	NO
19.	You may ask the interviewer when you might expect a decision about the job.	___	___
20.	It is all right to explain personal problems.	___	___

POSTTEST KEY

1. Yes
2. No
3. No
4. No
5. No
6. Yes
7. No
8. No
9. Yes
10. No
11. No
12. No
13. No
14. Yes
15. Yes
16. No
17. No
18. Yes
19. Yes
20. No

TELEPHONE TECHNIQUES

GENERAL INFORMATION

COMPETENCY

Communicate by telephone

Relates to M/M-I-2 through TT-I-6 of the Arizona Business Occupations Competency-Based Curriculum Guide.

SUGGESTED CRITERION

Give the Posttest, pages 18-19.

Demonstrate telephone techniques with 100 percent accuracy.

TEACHING SUGGESTIONS

Give the Pretest, page 2. Students who miss two or more on the pretest should complete this module.

Duplicate a set of student materials (white pages) for each student who is to work on this module.

You may direct the student to complete the module as homework or as an in-class activity.

Have students check each activity listed on page 4 as it is completed.

There are keys to Taking Message on Incoming Call, ABC School Supply, Incoming Call Script, and Incoming Call From Kawasaki activities.

VERIFY THE STUDENT'S COMPETENCY IN THIS AREA BY SIGNING THE ARIZONA BUSINESS OCCUPATIONS COMMON CORE CERTIFICATE OF COMPETENCY.

NOTE

There is no key to the Elements of Good Telephone Manner activity. It was meant for the students to do a self-evaluation of how they sound.

The Telephone Directory activity key will vary from one community to another.

The Outgoing Calls activity is optional; answers will vary from one student to another.

ADDITIONAL MATERIALS NEEDED

Tape Recorder

PRETEST

DIRECTIONS: Read the situation and script below. Decide whether the responses show "good" or "poor" telephone techniques. Put a check mark in the box which indicates your decision.

	Good	Poor	
1.	☐	☐	Mr. Garcia told his secretary, Ms. French, that he was leaving the office to go to the Empire Company and would be back at 10 a.m. The telephone rang. Ms. French was talking with one of the salespersons in the office but excused herself to answer the telephone on the sixth ring.
2.	☐	☐	Ms. French: "Good morning, Mr. Garcia's office, Ms. French speaking."
3.	☐	☐	She took care to speak directly into the telephone. Her voice was clear, natural, and pleasant. The caller was Mrs. Sara Perkins.
4.	☐	☐	Ms. French: "May I help you?"
5.	☐	☐	Mrs. Perkins: "I need the figures on the Smitty sidewalk bid."
6.	☐	☐	Ms. French: "One moment, please."
7.	☐	☐	After a period of five minutes Ms. French returned to the phone.
8.	☐	☐	Ms. French: "I seem unable to find those figures. I will have Mr. Garcia return your call. Thank you for calling."
9.	☐	☐	Mrs. Perkins: "Thank you." Mr. Garcia enters the office.
10.	☐	☐	Ms. French: "A man wants you to call him back. I have his name somewhere on my desk, but I don't think it was too important."
11.	☐	☐	Ms. French hands Mr. Garcia a scrap of paper with "Mrs. Perkins" written on it.
12.	☐	☐	Mr. Garcia: "Will you get Mrs. Perkins on the telephone. Since it is a long-distance call and I don't have the number, just call the operator."

PRETEST KEY

DIRECTIONS: Read the situation and script below. Decide whether the responses show "good" or "poor" telephone techniques. Put a check mark in the box which indicates your decision.

	Good	Poor	
1.	☐	☐	Mr. Garcia told his secretary, Ms. French, that he was leaving the office to go to the Empire Company and would be back at 10 a.m. The telephone rang. Ms. French was talking with one of the salespersons in the office but excused herself to answer the telephone on the sixth ring.
2.	☐	☐	Ms. French: "Good morning, Mr. Garcia' office, Ms. French speaking."
3.	☐	☐	She took care to speak directly into the telephone. Her voice was clear, natural, and pleasant. The caller was Mrs. Sara Perkins.
4.	☐	☐	Ms. French: "May I help you?"
5.	☐	☐	Mrs. Perkins: "I need the figures on the Smitty sidewalk bid."
6.	☐	☐	Ms. French: "One moment, please."
7.	☐	☐	After a period of five minutes Ms. French returned to the phone.
8.	☐	☐	Ms. French: "I seem unable to find those figures. I will have Mr. Garcia return your call. Thank you for calling."
9.	☐	☐	Mrs. Perkins: "Thank you." Mr. Garcia enters the office.
10.	☐	☐	Ms. French: "A man wants you to call him back. I have his name somewhere on my desk, but I don't think it was too important."
11.	☐	☐	Ms. French hands Mr. Garcia a scrap of paper with "Mrs. Perkins" written on it.
12.	☐	☐	Mr. Garcia: "Will you get Mrs. Perkins on the telephone. Since it is a long-distance call and I don't have the number, just call the operator."

TITLE Telephone Techniques

COMPETENCY Communicate by telephone

PURPOSE

Communicating by telephone is the most frequently used method of communication in the business world. Proper use of the telephone in business will make a positive impression on the caller.

LEARNING ACTIVITIES

- ☐ Pretest, page 2.
- ☐ Read and study the information in the Introduction to Communicating by Telephone, page 5.
- ☐ Obtain a tape recorder from your instructor and record the Elements of a Good Telephone Manner, page 7 and rate yourself on the rating sheet on page 8.
- ☐ Read the information on the Telephone Directory, page 9 and answer the questions on Using the Directory, page 10.
- ☐ Write the necessary information on the message form for the Incoming Call at ABC School Supply, page 11.
- ☐ Make corrections on an Incoming Call Script, page 13.
- ☐ Write the necessary information on a message form from the Incoming Call from Kawasaki, page 15.
- ☐ Prepare the recording on Outgoing Calls, page 17.
- ☐ Ask your instructor for the Posttest, page 18-19. (You will demonstrate telephone techniques with 100 percent accuracy.)

INTRODUCTION TO COMMUNICATING BY TELEPHONE

When you answer the telephone on the job, YOU are the company! When you are on the telephone, you cannot be seen; therefore, your voice alone has to make a positive impression on the caller. You should speak clearly, pleasantly, and in a business-like manner.

Some important tips when communicating by telephone are:

1. Answer promptly: Answer at the end of the first ring. Hold the telephone about an inch from your lips and speak directly into the mouthpiece in a normal tone of voice.

2. Greet the caller properly: Identify the name of the company by saying "Good morning, Smith Mortgage Company" in a cheerful voice.

3. Identify yourself properly: Always identify your office or department and yourself immediately. Greetings such as "Hello" or "Yes?" are wrong.

4. Greet all callers pleasantly: A warm, pleasing voice will give a friendly image for you and your company.

5. Take messages properly: Keep a pad for recording details of incoming calls near the telephone. Check all names and numbers with the caller. The message, clearly written, should include:

   a. Name of the caller and company represented.
   b. Telephone number, extension, and area code.
   c. Message.
   d. Name or initials of the person who took the call.
   e. Exact time and date of the call.

6. Listen attentively: Let the caller have your full attention so that you may better serve the person calling and show that you are interested.

7. Use the caller's name: Such a greeting makes a good impression. "Hello, Mr. Jones, how are you today?"

8. Talk naturally and appropriately: Use your own words and expressions, but do not use slang.

9. Let the caller end the conversation: All telephone conversations should end in a friendly, unhurried manner. Thank the caller for calling, say "good-bye," and gently replace the receiver after the caller has hung up.

Don't monkey around - -
Be sure to answer quickly

Don't keep
your caller guessing - -
Identify Yourself

Don't kick a caller around - -
Be Courteous!

INTRODUCTION TO COMMUNICATING BY TELEPHONE
(continued)

When it is necessary to transfer an incoming call, follow these simple rules:

1. Explain why the call is to be transferred; for example, "Mr. Brown is responsible for that. May I transfer you to his extension?" (It is a good idea to provide the caller with Mr. Brown's extension number in case they are disconnected.)

2. Transfer calls according to your system.

3. Hang up gently when transfer has been completed.

When you wish to make an outgoing call, follow these steps:

1. Be sure the number you are calling is correct. Check the telephone directory or your personal directory of often-called numbers.

2. Plan your call. Be sure you have all the information you need.

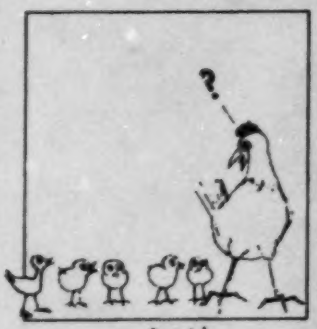
3. Place your own calls. It saves time and shows interest in the person you are calling.

4. Give the person you are calling at least one minute (about 10 rings) to answer the phone before you hang up.

5. Identify yourself. Others may not recognize your voice.

6. Remember time differences. When calling long distance, don't forget the four time zones in the United States. A map showing these areas is usually in the Call-Guide (introductory pages) of the telephone directory.

Hear yourself as others hear you



Avoid giving a wrong number

It's all in the way you call!

ELEMENTS OF A GOOD TELEPHONE MANNER

Ask your instructor for a tape and tape recorder. Tape the following phrases. Listen to the tape and rate yourself on the rating sheet, page 8. Repeat if your instructor thinks you need improvement.

1. Good morning, Superior High School, Terry Jones speaking.
2. I will transfer your call to Dr. Principal. May I say who is calling?
3. Dr. Principal is out of the office at the moment. Would you like to hold, or would you prefer to leave a message?
4. Mrs. Jones, Mr. Willis is in class now. May I take a message and have him return your call?
5. Mr. Velasquez, would you spell your last name for me, please?
6. Ms. Brown has a visitor at the moment. If you'll give me your name and number, I'll ask her to call you as soon as she is free.
7. Mr. White is not at his desk just now. May I give him a message?
8. Mrs. Black is talking on another line. May I help you?
9. May I tell Dr. Williams who is calling?
10. Mrs. Olds has all the information on that matter. May I transfer your call to her?
11. Thank you very much for calling, Mrs. Greene.
12. Thank you for your message. I'll ask Mr. Brown to telephone you as soon as he returns.
13. Thank you for the information. I'll be happy to pass it along to Ms. Jones.
14. Good morning, Mr. Williams. This is Cory Reynolds at ABC Motors. I'm calling to tell you that your car is ready.
15. Operator, I would like to make a collect call to Prescott. The number is 445-9234 and my name is Terry Jones. I am calling from 937-3221.
16. I am sorry, but I do not have that information. Would you like to hold while I locate it for you?

RATING SHEET FOR A GOOD TELEPHONE VOICE

		YES	NO
I.	VOICE		
	Did you speak clearly? Could the listener hear each word?	___	___
	Was your voice low pitched and pleasant?	___	___
	Was your voice loud enough?	___	___
	Did you raise and lower the sound of your voice? Did your voice sound as if you were speaking "with a smile"?	___	___
II.	SPEECH PATTERNS		
	Did you pronounce each word clearly? Did you say all word endings? (going, sending, etc.)	___	___
	Did you speak at a medium rate of speed?	___	___
	Did you use a natural (normal) tone of voice? Did your voice sound as if you were speaking face to face with the listener?	___	___
	Did you pronounce each syllable of each word?	___	___
III.	VOCABULARY		
	Did you avoid using slang words? ("huh," "yeah," "hang on," "bye, bye," "later")	___	___
	Did you answer questions with complete sentences instead of just "yes" or "no"?	___	___
	Did you state your ideas simply and understandably?	___	___

TELEPHONE DIRECTORY

The telephone directory is one of your most valuable reference books. New directories are published each year to include additional customers and to make other changes.

In large cities, the alphabetical and Yellow Pages may be in separate volumes. Small cities will usually have both sections in one book; directories may also include more than one town.

Directories are usually organized into three sections:

1. Introductory pages
   i.e. Call Guide

2. Alphabetical Directory (white pages with names of individuals and companies listed alpnabetically)

3. Yellow Pages (list of businesses according to products or services)

The Call Guide located in the front of the Alphabetical Directory provides much information concerning the telephone and the community. This information includes:

A directory of the towns included in the book (if more than one).
A short index of the laws of the state covering emergency telephone calls.
A list of emergency numbers for all the towns or suburbs in the directory.
A list of numbers for service such as directory assistance, long distance information, repair service, business office, and employment office.
How to dial local calls for all areas included in the directory.
How to call another party on your line.
How to call nearby communities.
Rates of long distance.
How to make long distance calls.
Description of long distance calls.
Where to pay your telephone bills.
How to use Direct Dialing.
Area codes for other cities in the state and/or United States.
Directory assistance for Local Directory.
Available equipment and services.

Study the Introductory Pages of your Directory and see what additional information is available.

USING THE DIRECTORY

Look at the Call Guide of the Telephone Directory to find the answers to these questions.

What number would you call:

1. For the fire department?_____
2. For the Department of Public Safety Highway Patrol (emergencies) _____
3. For assistance on a local call?_____
4. To request telephone repair service?_____
5. For the city police?_____
6. For an ambulance?_____
7. To get the time of day?_____
8. To direct dial a station to station call within your state?_____
9. To direct dial person to person, to a city outside your state?_____
10. To direct dial station to station outside your state?_____

TAKING MESSAGE ON INCOMING CALL
ABC SCHOOL SUPPLY

You are the file clerk at ABC School Supply. Your supervisor, Mr. Manilla, is in a meeting with all departmental supervisors and should not be disturbed.

The phone rings. It is Steve from Stockroom, the office supply firm from which ABC School Supply orders folders. Steve needs information on the order to be shipped next week. The number is 555-1212, ext 45. It is now 10:30 a.m.

Fill out the message form below for this call.

To _____

Date _____ Time _____ A.M. / P.M.

WHILE YOU WERE OUT

M _____

of _____

Area Code & Exchange _____

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
	RETURNED YOUR CALL		

Message _____

_____

_____

_____

_____

Operator _____

NO. F153

Champion Office Products
Champion International Corporation

TAKING MESSAGE ON INCOMING CALL KEY
ABC SCHOOL SUPPLY

To Mr. Manilla

Date today's date Time 10:30 (A.M.) P.M.

WHILE YOU WERE OUT

M Steve

of Stockroom

Area Code & Exchange 555-1212, ext. 45

TELEPHONED	✓	PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
RETURNED YOUR CALL			

Message The company needs information for the order to be shipped next week.

Operator Student's name

NO. F153

Champion Office Products
Champion International Corporation

INCOMING CALLS SCRIPT

Mary Stewart, a sophomore in high school, thoroughly enjoys her job as a stock clerk in the warehouse for Smith Manufacturing Company. She is responsible for answering the telephone and taking messages when her supervisor, Mrs. Norman, is not available.

Today Mrs. Norman tells Mary she will be upstairs in purchasing until 12:30 p.m.; and because she will be going over the purchase requests and orders with the purchasing clerk, she does not wish to be disturbed. If the telephone rings, Mary is to take a message.

The telephone rings at 9:35 a.m. Mary is on the other side of the room putting stock on the shelves. By the time Mary reaches the telephone, it has already rung five times.

Read the following script, and on a separate sheet of paper rewrite it so that Mary follows the correct procedure for answering and speaking on the telephone.

MARY: "Hello, this is Mary."

CALLER: "Is this the warehouse?"

MARY: "Yes."

CALLER: "May I speak with Mrs. Norman, please?"

MARY: "You could, but she's not here."

CALLER: "This is Mr. Kerry from the Credit Department, can you help me?"

MARY: "I'll try. What is it?"

CALLER: "Do you have in stock the new Form 18 invoices? I need four packages."

MARY: "Wait a minute, I'll have to see."

Mary drops the telephone and goes across the room to look for the form. She does not return to the telephone for three minutes.

MARY: "I cannot find the invoices."

CALLER: "Will you ask Mrs. Norman to call me, please?"

MARY: "Sure, good-bye."

She hangs up the telephone.

INCOMING CALLS SCRIPT KEY

Rewritten script for incoming calls (script will vary).

Mary should answer the telephone on the first ring.

MARY: "Warehouse, Mary Stewart speaking."

CALLER: "May I speak with Mrs. Norman, please?"

MARY: "Mrs. Norman is not in her office. May I help you?"

CALLER: "This is Joe Kerry from the Credit Department. Can you tell me if you have the new Form 18 invoices in stock?"

MARY: "I am not sure, Mr. Kerry. Do you mind waiting while I check that for you?"

CALLER: "No."

Mary gently lays the telephone receiver down. Within 30 seconds Mary should return to the telephone to let Mr. Kerry know whether or not she has the invoices.

MARY: "I am sorry to have kept you waiting so long, Mr. Kerry; but I cannot locate the invoices. If you will leave your extension number, I will ask Mrs. Norman to call you."

CALLER: "My extension is 563."

MARY: "That is extension 563. Thank you. I will see that Mrs. Norman gets the message."

CALLER: "Thank you. Good-bye."

MARY: "Good-bye, Mr. Kerry."

Mr. Kerry hangs up the telephone. When Mary hears the click, she hangs up.

INCOMING CALL FROM KAWASAKI

You work for Southwest Wheels as a part-time stocker. Occasionally, Mr. John Smith, owner, leaves you alone for half-hour periods of time and expects you to greet customers and to answer the telephone. The telephone rings; Mr. Smith is not in.

How will you answer the phone?_____

_____

When Ms. Mary Jones asks to speak to Mr. John Smith, how do you reply?_____

_____

Ms. Jones wants to leave a message. Record the message below.

Ms. Jones arrived this morning by plane from Kawasaki and has made an appointment for 6 p.m. with Deals in Wheels, a competitor. Ms. Jones is anxious to talk with your employer--certainly before keeping her evening appointment--about changes in retail prices. It is now 11 a.m. Ms. Jones is calling from Hotel Windsor, telephone number 559-8000, room 214.

To _____

Date _____ Time _____ A.M. P.M.

WHILE YOU WERE OUT

M _____

of _____

Area Code & Exchange _____

TELEPHONED		PLEASE CALL	
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	
	RETURNED YOUR CALL		

Message _____

_____

_____

_____

_____

Operator _____

15

Champion Office Products
Champion International Corporation

INCOMING CALL FROM KAWASAK' KEY

How will you answer the telephone? "Good morning, Southwest Wheels, (your name).

When Ms. Mary Jones asks to speak to Mr. John Smith, how do you reply? Mr. Smith is out of the office. May I take a message, or do you wish to call back."

The message Ms. Jones left is:

To John Smith

Date (current) Time 11:00 A.M. P.M.

WHILE YOU WERE OUT

M Ms. Mary Jones

of Kawasaki, St. Louis

Area Code & Exchange 559-8000 ext. 214

TELEPHONED	✓	PLEASE CALL	✓
CALLED TO SEE YOU		WILL CALL AGAIN	
WANTS TO SEE YOU		URGENT	✓
	RETURNED YOUR CALL		

Message Wants to discuss changes in retail prices.

Operator (your initials)

OUTGOING CALLS

Directions: Read the following outgoing call situations and then role play the call with another student. (Role playing means that you will "act out" on the telephone your call with another person. You will play the role of the caller, and the second person will play the role of the person receiving the call. Talk to each other as in a real life situation.)

1. Call the typewriter repair shop to ask to have your typewriter serviced.

2. One of the employees has just become very ill, and you have been asked to call the local paramedic.

3. Order one dozen lift-off correcting tapes for a Model 60 Electronic typewriter from your local office supply store.

POSTTEST

Directions: Read the situation and script below and indicate whether the responses show "good" or "poor" telephone techniques. Rewrite any "poor response directly beneath it.

Robert Smith is a junior file clerk for the Rodgers Equipment Company. Robert has proven himself to be a very capable employee and, therefore, has been given more and more responsibility.

In addition to filing and retrieving business correspondence, Robert answers the telephone when the secretary, Mr. Peoples, is on his break or away from his desk for a long period of time.

In this activity, you will play the role of Robert Smith. When the telephone rings, you must answer it and provide the caller with the information requested.

It will take some time to locate the information requested, and you must let the caller know this.

RIIINNNGGG!

	GOOD	POOR		
1.	☐	☐	YOU:	"File room, Robert Smith speaking."
2.	☐	☐	CALLER:	"Hello, this is Lee Day. May I speak with Mr. Peoples?"
3.	☐	☐	YOU:	"What do you want to talk to him about?"
4.	☐	☐	CALLER:	"I would like to know the serial numbers of the diesel engines we ordered from the Kenworth Company."
5.	☐	☐	YOU:	"Wait a minute."
6.	☐	☐	CALLER:	"Thank you. I would appreciate that."
7.	☐	☐	YOU:	"I cannot find it. What is your number; I'll call you back."

POSTTEST
(continued)

	GOOD	POOR	
8.	☐	☐	CALLER: "My number is 838-1212, ext. 555."
9.	☐	☐	You hang up the telephone. After locating the information, you must return Mr. Day's call. You have found the serial numbers which are CR 8630125, AP 5461230, PR 2761846, and SY 9676543.
10.	☐	☐	YOU: "Can I speak with Mr. Day?"
11.	☐	☐	MR. DAY: "This is Mr. Day."
12.	☐	☐	YOU: "I have the serial numbers of the diesel engines you requested."
13.	☐	☐	MR. DAY: "Good, let me write them on the form."
14.	☐	☐	YOU: "They are CR 8630125, AP 5461230, PR 2761846, and SY 9676543."
15.	☐	☐	MR. DAY: "Thank you for getting that information for me."
16.	☐	☐	YOU: "Sure thing; no problem."
17.	☐	☐	Robert hangs up the telephone gently.

POSTTEST--POSSIBLE ANSWERS

1.	Good	
2.	Good	
3.	Poor	I am sorry, but Mr. Peoples is not at his desk. May I help you?
4.	Good	
5.	Poor	It will take a little time to check. May I call you back, Mr. Day?
6.	Good	
7.	Poor	May I have your number please, Mr. Day?
8.	Good	
9.	Poor	Robert should repeat the telephone number before ending the conversation.
10.	Poor	This is Robert Smith from the file room. May I speak with Mr. Day?
11.	Good	
12.	Good	
13.	Good	
14.	Good	
15.	Poor	Let me repeat the numbers: CR 8630125, AP 5461230, PR 2761846, and SY 9676543. Thank you for getting that information for me.
16.	Poor	You are welcome, Mr. Day. Is there anything else I can do to help you?
17.	Poor	Mr. Day will respond to the offer of additional help; then he would say "good-bye." Robert's response is "good-bye," and he waits until Mr. Day hangs up the telephone receiver before he hangs up.